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| <b>Course Title – Wind Ensemble</b>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                      |
| <b>Implement start year – 2016-2017</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |
| <b>Revision Committee Members, email, extension –</b><br>Robert Joubert: <a href="mailto:rjoubert@lrhsd.org">rjoubert@lrhsd.org</a> 4460<br>Keith Styers: <a href="mailto:kstyers@lrhsd.org">kstyers@lrhsd.org</a> 6636<br>Mike Lynch: <a href="mailto:dlynch@lrhsd.org">dlynch@lrhsd.org</a> 2206<br>Len Nicholas: <a href="mailto:lnicholas@lrhsd.org">lnicholas@lrhsd.org</a> 3302 |                                                                                                                                                                                                                                                                                                      |
| <b>Unit # 1 – Instrumental Techniques</b>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |
| <b>Transfer Goal –</b><br>Students will be able to independently use their learning to perform with advanced instrumental techniques.                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |
| <b>Stage 1 – Desired Results</b>                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |
| <u><b>Established Goals</b></u><br><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b><br>(http://www.nj.gov/education/cccs/2009/final.htm)<br><b>Common Core Curriculum Standards for Math and English</b><br>(http://www.corestandards.org/)                                                                                                                                             | <u><b>21<sup>st</sup> Century Themes</b></u><br>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )<br>_x_ Global Awareness<br>_x_ Financial, Economic, Business and<br>Entrepreneurial Literacy<br>___ Civic Literacy<br>___ Health Literacy<br>___ Environmental Literacy |

## 21<sup>st</sup> Century Skills

### *Learning and Innovation Skills:*

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

### *Information, Media and Technology Skills:*

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

### *Life and Career Skills:*

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.4.12.B.1

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

### **Enduring Understandings:**

*Students will understand that . . .*

#### *EU 1*

proper posture and how the instrument is held affect the accuracy and musicality of individual and group performances.

#### *EU 2*

proper articulation techniques are needed to perform music of all styles.

#### *EU 3*

efficiency during personal practice extends the range of the instrumentalist and increases the facility of playing musical passages.

#### *EU 4*

tone quality and intonation enhances musical expression during performances.

### **Essential Questions:**

#### *EU 1*

- How does correct posture and instrument position change the sound of the Wind Ensemble?
- How does the method of holding the instrument correctly impact fingering technique?

#### *EU 2*

- How do articulations define a musical style?
- How does the placement of the tongue determine the type of articulation?
- How does stick/mallet choice and technique determine the type of articulation a percussionist uses?

#### *EU 3*

- What constitutes efficient practice?
- How much practice is enough?
- What advantages are there to extended range and increased facility?

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How does tone quality affect the sound of the Wind Ensemble?</li> <li>• What constitutes good tone quality?</li> <li>• How does intonation affect the sound of the Wind Ensemble?</li> <li>• What constitutes good intonation?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Knowledge:</b><br/><i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the correct posture of the instrumentalist and position of the instrument.</li> </ul> <p><i>EU2</i></p> <ul style="list-style-type: none"> <li>• the various types of articulations related to style.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• the full range of their instrument.</li> <li>• varied practice methodology.</li> </ul> <p><i>EU4</i></p> <ul style="list-style-type: none"> <li>• the characteristics of tone quality on their instrument.</li> <li>• the concept of intonation.</li> </ul> | <p><b>Skills:</b><br/><i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• sit up straight when playing and hold the instrument at the correct angle to the floor.</li> <li>• demonstrate proper hand position for all instruments in the wind ensemble.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• identify and perform various articulations in a specific style.</li> </ul> <p><i>EU3</i></p> <ul style="list-style-type: none"> <li>• perform the chromatic scale in the full range of the instrument.</li> <li>• apply practice methods to increase their range and facility.</li> </ul> <p><i>EU4</i></p> <ul style="list-style-type: none"> <li>• produce ideal tone quality through correct breath support.</li> <li>• identify and apply the tone quality of various artists in performance.</li> <li>• play in tune both individually and within the ensemble.</li> </ul> |
| <p><b>Stage 2 – Assessment Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Recommended Performance Tasks:</b></p> <p>The student is auditioning for a performance chair within a regional ensemble. Professional musicians will adjudicate the audition. The performance of the required materials will determine acceptance into the ensemble based on posture, articulation, range, intonation and tone quality. (EU1, EU2, EU3, EU4)</p>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Performance quizzes
- Daily tuning of ensemble
- Peer critique
- Live performances

### **Stage 3 – Learning Plan**

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

- Demonstration of proper performance posture (A)
- Model of proper hand position (A)
- Model various articulations (A)
- Listen to exemplars of professional musicians (A, M)
- Exploration of environmental effects on the tuning process (M)
- Identify and discuss various articulations within professional recordings (M)
- Create a visual representation of various articulations (M)
- Perform required literature with good intonation, tone quality, correct articulations and proper fingering technique (T)

