

Course Title – Wind Ensemble	
Implement start year – 2016-2017	
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Unit #2 – Musicianship	
Transfer Goal – Students will be able to independently use their learning to apply all elements of musicianship when performing scales, exercises and Wind Ensemble literature.	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> (www.21stcenturyskills.org) <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy ___ Health Literacy ___ Environmental Literacy

<p>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.</p> <p>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.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	<p style="text-align: right;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> scale mastery is the basis for musicianship and the circle of fifths organizes all major and minor key signatures. <p><i>EU 2</i></p> <ul style="list-style-type: none"> the ability to identify and perform diatonic and chromatic intervals is an integral part of being an effective musician. <p><i>EU 3</i></p> <ul style="list-style-type: none"> specific tempo, dynamic, articulation and stylistic markings guide musicians to the accurate interpretation of a composition. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> How does mastery of all key signatures prepare a student to play any musical composition? How does a composer decide what key signature will be used for each piece? <p><i>EU 2</i></p> <ul style="list-style-type: none"> Why is it important to audiate diatonic and chromatic intervals? <p><i>EU 3</i></p> <ul style="list-style-type: none"> How can changes in dynamics affect the audience perception of a music composition?

<p><i>EU 4</i></p> <ul style="list-style-type: none"> the ability to perform sight singing and identify melodic and rhythmic dictation is an integral part of being an effective musician. 	<ul style="list-style-type: none"> How does the conductor's interpretation of a musical piece vary the sound from the composer's intent? What leeway does a student performer have in the interpretation of tempo, dynamics, articulation and style within an ensemble performance? <p><i>EU 4</i></p> <ul style="list-style-type: none"> What effect does musical literacy have on performing? Why is aural literacy important?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the scales for all major and minor key signatures on the circle of fifths. <p><i>EU2</i></p> <ul style="list-style-type: none"> the construction and sound of diatonic and chromatic intervals. <p><i>EU3</i></p> <ul style="list-style-type: none"> the notation symbols and definitions of all dynamic, tempo, articulation and stylistic markings. <p><i>EU4</i></p> <ul style="list-style-type: none"> the chromatic solfeggio syllables. the rhythm value relationships. the intervallic relationships of an aural melody. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> identify the major and minor key by looking at the key signature on the staff. perform all major and minor scales on their instruments. identify the relationships between key signatures on the circle of 5ths. <p><i>EU2</i></p> <ul style="list-style-type: none"> compose, identify and perform diatonic and chromatic intervals. <p><i>EU3</i></p> <ul style="list-style-type: none"> accurately execute all expressive markings in a piece of Wind Ensemble literature. <p><i>EU4</i></p> <ul style="list-style-type: none"> apply solfeggio syllables to perform sight singing examples. notate an aural rhythmic example. notate an aural melodic example.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	

The student is commissioned by the art club to arrange a given melody with the instrumentation of a Wind Ensemble. The melody is to be performed at the art show. Aspects of the arrangement are to include articulation, dynamics, and tempo markings. The music teacher and peers will assess the arrangement. (EU1), (EU2), (EU3), (EU4)

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

- Listening quizzes on intervals.
- Scale testing.
- Written test on musical terms.
- Sight singing tests.
- Melodic and rhythmic dictation tests.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Participate in a physical representation of whole and half steps by sitting in a row of twelve chairs (A)
- Participate in oral response drills as intervals are played on the piano (A)
- Teacher models whole steps and half steps on their instrument (A)
- Use online resources to memorize dynamic, tempo, articulation and stylistic terms and symbols (A)
- Group themselves by instrument and participate in interval repetition drills (A)
- Identify and notate rhythms played on the piano by the teacher (M)
- Notate short melodies played on the piano by the teacher (M) (T)
- Identify correct and incorrect intervals in written examples by counting half steps (M)
- Perform daily sight singing exercises (M) (T)
- Identify various articulations demonstrated by the teacher (M) (T)
- Write and play expressive markings in an unmarked piece of music (T)
- Identify chord texture from literature by analyzing intervals played on ensemble instruments (T)
- Transfer the whole and half step formula to perform scales on their instrument (T)
- Lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression (T)