

Course Title – Wind Ensemble	
Implement start year – 2016-2017	
Revision Committee Members, email, extension – Robert Joubert: rjoubert@lrhsd.org 4460 Keith Styers: kstyers@lrhsd.org 6636 Mike Lynch: dlynch@lrhsd.org 2206 Len Nicholas: lnicholas@lrhsd.org 3302	
Unit # 3 – Performance	
Transfer Goal – Students will be able to independently use their learning of musical aesthetics to perform in rehearsals, concerts, and recitals.	
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> <u>(www.21stcenturyskills.org)</u> <input checked="" type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> 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>1.4.12.B.2 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.</p>	<p style="text-align: right;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" 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> the professional appearance and behavior of the ensemble has an effect on the overall performance and on the audience’s experience.</p> <p><i>EU 2</i> interpreting the multiple genres of cultural and historical wind ensemble literature will enhance the quality of the performance through stylistic accuracy.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the performer’s responsibility to the audience? • How does the physical appearance affect the audience’s perception of the wind ensemble? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does knowledge of musical eras translate to the interpretation of phrasing? • How does the musical era of a composition dictate the size and instrumentation of the wind ensemble?

<p><i>EU 3</i> interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 4</i> performing in public provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> membership in an ensemble is important in the development of commitment, character and professionalism.</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> • How much liberty does an ensemble have in the interpretation of a composition? • How does a conductor decide how to interpret a specific music composition? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does performing for an audience enhance the level of an ensemble's musical achievement? • How does music add to a society's culture? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What are the expectations of a student in an ensemble? • What are the consequences of an individual's actions on the ensemble?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the expectations of stage appearance and behavior. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the different genres and periods of orchestral literature, including the Baroque, Classical, Romantic and Modern eras as well as music from other cultures. <p><i>EU3</i></p> <ul style="list-style-type: none"> • the elements of musical expression (dynamics, phrasing and tempo.) <p><i>EU4</i></p> <ul style="list-style-type: none"> • music's role in the community. <p><i>EU5</i></p> <ul style="list-style-type: none"> • the fundamentals of commitment. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • listen, identify and analyze the characteristics of a quality performance from the standpoint of etiquette. <p><i>EU2</i></p> <ul style="list-style-type: none"> • apply the characteristics of musical performance that distinguish the various genres and musical eras. <p><i>EU3</i></p> <ul style="list-style-type: none"> • perform a piece of music with proper interpretation of dynamics, phrasing and style. <p><i>EU4</i></p> <ul style="list-style-type: none"> • perform for public events. <p><i>EU5</i></p> <ul style="list-style-type: none"> • prepare for and attend all rehearsals and performances of the ensemble.

Stage 2 – Assessment Evidence	
<p>Recommended Performance Tasks:</p> <p>The student is performing in a district concert in the Lenape Regional Performing Arts Theater. Community members will be invited to this performance. Students will be assessed based upon attire, etiquette and individual performance within the ensemble. Grades will be determined through peer and conductor critiques. (EU1), (EU2), (EU3), (EU4), (EU5)</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • The student will rehearse music from different musical eras and use historically accurate interpretation. • The student will keep a practice log. • Individual testing using the department developed rubric. • Performance quizzes 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Identify different styles and phrasing techniques in a variety of orchestral pieces and performances (A)
- Watch and discuss videos of another orchestra demonstrating the proper use of performance etiquette (A)
- Adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances (M)
- Perform with the wind ensemble in at least two major concerts during the school year (T)
- Write a critique of their concert, evaluating musical elements (T)
- Perform in small and large groups for school and community events (T)
- Research local community organizations to identify possible performance opportunities (A)
- Write an essay on the availability of cultural events and their importance to the community (M)
- Watch video presentations of music from other cultures (A)
- Compare and contrast music techniques that are specific to cultures from around the world (M)
- Perform music literature that represents the multicultural experience (T)
- Participate in a class meeting to generate rules and expectations for attendance and participation in wind ensemble rehearsals and performances (T)