

Course: *Foundations in Band*
Unit #1: *Instrumental Techniques*

Year of Implementation: 2022-2023

Curriculum Team Members

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 1: Generating and conceptualizing ideas.

Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Proficient 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods

or cultures studied in rehearsal.

Anchor Standard 3: Refining and completing products.

Proficient 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Proficient 1.3B.12prof.Cr3b: Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Accomplished 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

Accomplished 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a)

- 9.4.12.Cl.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

- 9.4.12.Cl.3: Investigate new challenges and opportunities for personal growth, advancement, and transition

(e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

- **English Companion Standards**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- **Interdisciplinary Content Standards**

Sound can make matter vibrate, and vibrating matter can make sound. (1-PS4-1)

- **NJ Statutes:** (Please cut/paste the following NJ statutes. This way a new teacher (or veteran) reading each curriculum unit understands the State law/mandate to include such information in their lesson design and instruction aligned to the curriculum.)

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall

have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to apply the principles that govern the elements of music and perform with advancing instrumental techniques.

As aligned with LRHSD Long Term Learning Goal(s):

- understand the principles that govern the elements of music
- apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing
- critique and be critiqued in a helpful and ethical manner

Enduring Understandings

Students will understand that. . .

EU 1

posture and instrument position affect the accuracy and musicality of individual and group performances.

EU 2

forming a characteristic embouchure or mallet grip is necessary to create a characteristic tone on an instrument.

Essential Questions

EU 1

- How does posture and instrument position change the sound of the band member?
- How does posture and instrument position affect the sound of the band as an ensemble?
- How does hand position on the instrument impact the accuracy and musicality of the individual?

EU 2

- How does embouchure and/or grip affect instrumental tone?
- How does the shape of the lips and placement of the mouthpiece determine the quality of instrumental tone?
- How does stick/mallet grip and technique determine the type of tone produced on a percussion instrument?

EU 3

proper air support and breath control are necessary for achieving range, tone, and proper articulations.

EU 4

efficient personal practice creates lifelong habits of learning.

EU 3

- How is proper/ improper air support different from breath control?
- How can range and tone be enhanced with proper air support and breath control?
- How can articulations be enhanced with proper air support and breath control?

EU 4

- What constitutes efficient practice?
- How much practice is enough?
- Does practice make perfect, or otherwise permanent?

Knowledge

Students will know . . .

EU 1

- the correct posture of the instrumentalist and position of the instrument. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU2

- the proper shape of the lips or placement of the hand on the mallet. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU3

Skills

Students will be able to . . .

EU 1

- sit or stand in the correct position specific to your individual instrument. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- demonstrate proper hand position for all instruments. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU 2

- demonstrate a characteristic tone specific to their instrument using correct embouchure or mallet grip. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU3

- the anatomy of a breath. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- how to support and sustain an extended breath. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- the range of their instrument(s). (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- the characteristics of tone quality on their instrument. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU4

- how to manage their time efficiently. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- the value of mastering a skill over the duration of time practiced. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- the tools necessary for practicing efficiently. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

- perform an achievable range on the instrument. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- demonstrate a characteristic tone on their instrument. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

EU4

- produce a practice organizer to monitor the efficiency of their personal practice. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- demonstrate steady progress in regards to instrumental techniques and skill mastery. (1.3A.8.Cr3a, 1.3A.8.Pr5a)
- effectively use a metronome and tuner. (1.3A.8.Cr3a, 1.3A.8.Pr5a)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer**. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red =**

Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Demonstration of proper performance posture (A) (EU1)
- Model of proper hand position (A) (EU1)
- Model proper air support and breath control while performing long tone exercises (A, M) (EU1, EU2, EU3)
- Perform air support and breath control exercises from “The Breathing Gym” (A,M,T) (EU1, EU2, EU3, EU4)
- Listen to exemplars of professional musicians and critique their performance (A, M) (EU1, EU2, EU3, EU4)
- Identify and discuss various tone qualities and ranges of musicians within professional recordings (M) (EU3)
- Create a visual representation of range and tone qualities (M) (EU3)
- Perform required literature with good tone quality, proper breath support and proper instrumental techniques (T) (EU1, EU2, EU3, EU4)
- Use method books to acquire and measure progress of range and characteristic tone quality. (A, M, T) (EU2, EU3)
- Maintain practice logs within personal improvement journals to document and measure steps in performance facility and efficiency (M,T) (EU4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Instrumental Techniques	60
2	Musicianship	60
3	Performance	60

Instructional Materials

Warm-Ups & Beyond by Timothy Loest - Book 1

Sound Innovations Book 1 - <https://www.alfred.com/sound-innovations-concert-band-books-1-and-2/b/?category=book-1&sort=popularity>

Tone & Technique - <https://www.alfred.com/tone-and-technique/p/00-EL03173/>

Sight Reading Factory subscription

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.