

Course: *Foundations in Band*
Unit #2: *Musicianship*

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**

Anchor Standard 1: Generating and conceptualizing ideas.

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

Anchor Standard 2: Organizing and developing ideas.

Novice 1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives.

Anchor Standard 3: Refining and completing products.

Novice 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

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

Proficient 1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Proficient 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.

Career Readiness, Life Literacies, and Key Skills:

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

9.4.12.CI.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.CI.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).

○ **21st Century Life & Career Standards**

• *9.4.12.CI.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.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*

○ **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 perform unfamiliar music by applying the elements of musicianship through performance.

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

- develop creative thinking and problem-solving skills
- understand the principles that govern the elements of music
- critique and be critiqued in a helpful and ethical manner

- communicate creative responses, processes, and works about themselves, their culture, and society
- analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that. . .

EU 1

the ability to identify and perform various rhythms and pitches is an integral part of being an effective musician.

EU 2

specific tempo, dynamic, articulation and stylistic markings guide musicians to the accurate interpretation of a composition.

EU 3

Essential Questions

EU 1

- How does the mastery of rhythmic notation prepare a student to play any musical composition?
- How does the time signature affect the value of the notes within a composition?
- How are pitches organized in Western music?
- How does the key signature affect the pitch of the notes within a composition?

EU 2

- How can changes in dynamics affect the audience perception of a musical composition?
- 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?

EU 3

individual, section and ensemble intonation are an integral part of instrumental performance.

- How might environmental factors affect intonation?
- How does improper intonation affect a listener's experience?
- How can students improve their ability to play in tune?

Knowledge

Students will know . . .

EU 1

- the value and duration of various notes and rests. (1.3.C.12nov.Cr1a)
- the constant relationship between note and rest values (1.3.C.12nov.Cr1a).
- characteristics of common time signatures. (1.3.C.12nov.Cr1a)
- what simple and compound meter is. (1.3.C.12nov.Cr1a)
- how simple and compound meters affect note value. (1.3.C.12nov.Cr1a)
- the names of pitches on the staff. (1.3.C.12nov.Cr1a)
- how the key signature affects pitch relationships. (1.3.C.12nov.Cr1a)

EU 2

Skills

Students will be able to . . .

EU 1

- label the meter of aural and written examples. (1.3C.12nov.Cr2a)
- label rhythmic durations of defined repertoire (1.3C.12nov.Cr2a)
- describe the effects of a time signature. (1.3C.12nov.Cr2a)
- perform various rhythms in simple and compound meter. (1.3C.12nov.Cr2a)
- perform correct pitches within a given key signature. (1.3C.12nov.Cr2a)
- label the lines and spaces of the treble and bass clef staff. (1.3C.12nov.Cr2a)
- name the key of a defined repertoire 1.3C.12nov.Cr2a

EU 2

- basic notation symbols. (1.3.C.12nov.Cr1a)
- definitions of dynamic, tempo, articulation and stylistic markings (1.3.C.12nov.Cr1a)

EU 3

- how intonation is developed within the player and the instrument (1.3.C.12nov.Cr1a: 1.3C.12nov.Cr2a)

- accurately perform all expressive markings in a piece of concert band literature. (1.3C.12nov.Cr2a 1.3E.12prof.Pr5a)

EU 3

- use proper breathing to stay in tune.(1.3E.12prof.Pr5a)
- adjust their instrument to play in tune.(1.3E.12prof.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**

- Teacher models pitches and rhythms on their instrument (A) (EU1)
- Students identify key signatures by completing worksheets generated by the teacher using "Finale" (A, M) (EU1)

- Students perform scales and intervals on their instrument for critique using departmental developed rubric. (T) (EU1)
- Students compose intervals by completing worksheets generated by the teacher using “Finale” (M, T) (EU1)
- Use online resources to memorize dynamic, tempo, articulation and stylistic terms and symbols (A) (EU2)
- Group themselves by instrument and participate in interval repetition drills (A, M) (EU1)
- Identify and notate rhythms played on the piano by the teacher (M) (EU1)
- Perform daily sight reading exercises (M, T) (EU1, EU2, EU3)
- Identify various articulations demonstrated by the teacher (M) (EU3)
- Write and play expressive markings in an unmarked piece of music (T) (EU2)
- Transfer the whole and half step formula to perform scales on their instrument (T) (EU1)
- Lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression (T) (EU1, EU2, EU3)
- Play various pitches while using a tuner. (M) (EU1, EU3)

Pacing Guide

<i>Unit #</i>	<i>Title of Unit</i>	<i>Approximate # of teaching days</i>
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.