

Course: *Foundations in Band*
Unit #3: *Performance*

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/>

○ **Content Standards**

Anchor Standard 4: Selecting, analyzing and interpreting work.

Novice

1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

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.

Accomplished

1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Advanced

1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

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).

- **21st Century Life & Career Standards**
 - 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.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 of instrumental techniques and musicianship to perform at an increasingly higher level.

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

appearance and behavior have an effect on both the overall performance and the audience's perception.

EU 2

effectively interpreting multiple styles of literature enhances the quality of a performance.

Essential Questions

EU 1

- Why is the performer's appearance important?
- How does physical appearance affect the audience's perception of the concert band?
- What behavior characteristics constitute professionalism?

EU 2

- How is familiarity with a musical style evident in performance?
- How might performing one style of music inform performing a vastly different style of music?

<p><i>EU 3</i> interpretation allows for freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 4</i> performing for others provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> a performer's commitment, character and professionalism affect the quality of the performance ensemble as a whole.</p>	<ul style="list-style-type: none"> • What constants in music remain regardless of the performance style? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How much liberty do both the individual performers and the conductor have to interpret a composition? • How does a conductor interpret a musical composition? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why do public performances enhance the level of a band's musical achievement? • How does music contribute to the culture of a society? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • Why is commitment important when working alone as well as with others? • How do defined expectations enhance or diminish the performer's commitment to the quality of an ensemble's performance? • How can an individual's actions affect an ensemble's performance?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • acceptable concert etiquette for both the performers and audience members.(1.3C.12prof.Pr5a, 9.4.12.Cl.3) • the ensemble dress code. (1.3C.12prof.Pr5a, 9.4.12.Cl.3) 	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • describe and demonstrate acceptable concert etiquette. (1.3C.12prof.Pr5a, 9.4.12.Cl.3)

- the effects of uniformity in appearance. (1.3C.12prof.Pr5a, 9.4.12.CI.3)

EU 2

- that there is a long history of instrumental music which has evolved and changed over time. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)
- that each style of music is made up of unique characteristics. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)
- various styles of band literature, including marches, concert overtures, pop songs, Broadway medleys, as well as music from other cultures. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)

EU 3

- the elements of musical expression (dynamics, phrasing and tempo) and their effects on a performance. (1.3C.12adv.Pr5a)

EU 4

- the schedule of events for the band as well as for other performing ensembles in the school. (9.4.12.CI.3)
- music's role in the community. (9.4.12.CI.3)

EU 5

- the fundamentals of commitment. (9.4.12.CI.3)
- the importance of teamwork. (9.4.12.CI.2, 9.4.12.CI.3)
- the behavioral and character expectations of an individual within an instrumental ensemble. (9.4.12.CI.2, 9.4.12.CI.3)

- explain the importance of uniform appearance. (1.3C.12prof.Pr5a, 9.4.12.CI.3)
- analyze the characteristics of etiquette found in high quality performances. (1.3C.12prof.Pr5a, 9.4.12.CI.3)

EU 2

- explain the unique characteristics that distinguish various genres of music. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)
- apply characteristics of musical performance that distinguish various genres. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)
- perform music of varying styles and cultures. (1.3C.12nov.Pr4a, 1.3C.12adv.Pr5a)

EU 3

- perform music with proper and acceptable interpretation of dynamics, phrasing and style. (1.3C.12adv.Pr5a)

EU 4

- perform for public events. (9.4.12.CI.3)
- explain the role of music in society and its effects. (9.4.12.CI.3)

EU 5

- prepare for and attend all rehearsals and performances of the ensemble. (9.4.12.CI.2, 9.4.12.CI.3)
- explain the need and importance of commitment in the life of a band member. (9.4.12.CI.2, 9.4.12.CI.3)

- the ensemble's code of conduct and expectations of professional behavior. (9.4.12.CI.2, 9.4.12.CI.3)

- demonstrate behavior that aligns with the ensemble's code of conduct and professional expectations.(9.4.12.CI.2, 9.4.12.CI.3)

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

- Watch and discuss videos of bands that demonstrate the proper use of performance etiquette (A) (EU1, EU5)
- Identify professional behavior during concerts and other performances (A) (EU1, EU5)
- Identify and describe the dress code of the band (A) (EU1)

- Adhere to the proper dress code for concerts and performances (M) (EU1)
- Exhibit appropriate behavior during concerts and other performances (M) (EU1, EU4, EU5)
- Perform with the concert band in at least two major concerts during the school year (T) (EU1, EU2, EU3, EU4, EU5)
- Identify and describe characteristics of various genres of band literature (A, M) (EU2)
- Identify different performance styles/interpretations and phrasing techniques in a variety of concert band pieces and performances (A,M) (EU3)
- Write a critique of their concert, evaluating musical elements (T) (EU1, EU2, EU3, EU4, EU5)
- Perform in small and large groups for school and community events (T) (EU1, EU4, EU5)
- Watch video presentations of music from other cultures (A) (EU2, EU3)
- Compare and contrast music techniques that are specific to cultures from around the world (M) (EU2, EU3)
- Perform musical literature that represents the multicultural experience (T) (EU2, EU3)
- Participate in class meetings to generate rules and expectations for attendance and participation in concert band rehearsals and performances (T) (EU1, EU4, EU5)

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.