

**CURRICULUM**

**FOR**

**WIND ENSEMBLE**

**GRADES 10-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Wind Ensemble**  
Grades: **10-12**

Date of Board Adoption:  
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# RAHWAY PUBLIC SCHOOLS CURRICULUM

Wind Ensemble, Grades 10-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Tone and Intonation	8 weeks
2	Rhythm and Meter	8 weeks
3	Technique	8 weeks
4	Musicianship and Expression	8 weeks
5	Music Literacy	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> </ul>

<ul style="list-style-type: none"> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow student to answer orally, give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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## *UNIT 1*

**Content Area:** Wind Ensemble

**Unit Title:** Tone and Intonation

**Target Course/Grade Level:** 10-12 (audition or teacher recommendation only with prerequisite of 1-year in Concert Band)

**Unit Summary:** Tone quality is the characteristic sound produced when a musical instrument is played with proper breath support, posture or body carriage, and hand position. Independent of pitch and dynamic level, tone quality is unique to each instrument. Intonation refers to the ability to play in tune or on pitch with other instruments in the ensemble. Tone quality and intonation are not mutually exclusive; one struggles to play in tune without good tone quality, and the ability to listen and adjust ones pitch inherently affects the quality of the tone being produced. Listening and adjusting are skills that are taught, practiced and improved over time. In this unit, students will gain the skills and an understanding of how to listen and what to listen for, how to use and control their breath and bodies respective of their instruments, how to use resources such as electronic tuners and pitch producers, and strategies for improving their individual characteristic tones and ability to play in tune. The practice of listening and strategies for improving overall pitch are worked on in both small group lessons and large ensemble rehearsals.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 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.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
- 1.3C.12acc.Re9a.** Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
- 1.3B.12acc.Cn10a.** Demonstrate how interests knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12acc.Pr5a.** Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
- 1.3D.12accPr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment in a variety of styles, while, demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12acc.Re8a.** Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, the setting of the text (when appropriate), and varied researched sources.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

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

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan .
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems.

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Unit Understandings:**

*Students will understand that...*

- A tuner is vital to a musician's consistently accurate tone and intonation.
- Tone production is a direct result of proper breath support (percussion: body carriage/stick control).
- Proper control and consistency of embouchure placement will result in improved intonation and tone quality.
- Blend and balance are essential to ensemble performance.
- Aural skills and active listening positively impact tone and intonation.
- Advanced manipulation of one's instrument aids in more accurate intonation.

**Unit Essential Questions:**

- What is high-quality characteristic tone?
- How is the use of a tuner vital to a musician's development?
- How does proper breath support (percussion: body carriage/stick control) relate to tone production and intonation?
- How does body carriage affect breath support in the performance of wind instruments?
- How does proper embouchure relate to the production of high-quality characteristic tone in the performance of wind instruments?
- How do blend and balance affect performance?
- How can aural skills impact tone and intonation?

**Knowledge and Skills:**



*Students will know...*

- the basic function and purpose of a tuner.
- that breath support (percussion: body carriage/stick control) directly affects tone production.
- the correct embouchure for good tone production on their instruments.
- techniques of embouchure manipulation to control pitch and tone.
- the concept of high-quality characteristic tone.
- that aural skills and vocalization in ensemble rehearsals are directly related to the development of good intonation.
- advanced techniques of tone production and instrument manipulation.

*Students will be able to...*

- consistently tune their instruments using a tuner and aural skills.
- make proficient use of breath support, posture, and playing position for achievement of good tone production.
- consistently use mature tone quality.
- match pitch and timbre with section and ensemble.
- vocalize unison pitches, intervals and chorales during ensemble rehearsal.
- competently manipulate instrument for more accurate intonation.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- perform with continued awareness of proper breath control and individual tone.
- exhibit proficiency through performance of long tones, scales and chorales.
- exhibit proper use of tuner and aural skills within ensemble rehearsals and individual practice.
- be able to manipulate instrument as it relates to intonation.
- critically evaluate through self assessment, question and answer, listening and recording.
- demonstrate growth and accuracy through one-on-one unit assessment with teacher.

Formal performance assessments on scales and music parts will happen on a monthly basis, at Mid-terms and at Final exam time.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Students will engage in continuous and cumulative listening in rehearsals utilizing both instrument-specific and ensemble examples.
- Selected repertoire will be based on ability level and will be challenging yet attainable.
- Students will check and verify intonation with tuner using long tones and various intervals prior to and throughout ensemble rehearsals and during lessons.
- Students will vocalize unison pitches, intervals, and chorales during rehearsals.
- Students will model and practice correct embouchure during lessons and rehearsals.
- Teacher will engage students in continued discussion on instrument-specific intonation tendencies and how to properly manipulate their instruments.
- Teacher will engage students in continued discussion on the techniques and qualities of good tone, texture, and timbre.
- Teacher will demonstrate and engage students in experiences on how embouchure and air manipulation can change tone and pitch.
- Students will learn through listening how blend and balance impact tone and intonation.
- Teacher will engage students in the process of matching timbre and intonation during lessons and ensemble rehearsals.
- Advanced techniques including vibrato, flutter tongue, pitch bend, and half hole/valve will be addressed in lessons.
- Use of *The Breathing Gym* and other resources will be included into the daily warm-up procedure.

## **RESOURCES**

### **Teacher Resources:**

- Clarke, Herbert; *Characteristic Studies*
- Arbans, J.; *Complete Conservatory Method for Brass Instruments*
- Wagner, Ernest; *Foundation to Flute Playing*
- Klose Method Books for Clarinet
- Weissenborn Bassoon Method
- Deville, Paul; *Universal Method for Saxophone*
- Smith, Leonard B.; *Treasury of Scales*
- Tune-ups and Balance Builders
- Sheridan, Patrick and Pilafian, Sam; *The Breathing Gym*
- *Teaching Music through Performance in Band* Reference Recordings
- Tuners and Tuner applications for iPhone, iPod Touch, and iPad users
- Recordings taken from various CDs, as well as YouTube and other online sources

### **Equipment Needed:**

- Computer
- LCD Projector
- White Board
- CD recordings
- Sound system
- Electronic chromatic tuners
- Various reeds, mouthpieces, and instrument maintenance supplies

- Music library

## *UNIT 2*

**Content Area:** Wind Ensemble

**Unit Title:** Rhythm and Meter

**Target Course/Grade Level:** 10-12 (audition or teacher recommendation only with prerequisite of 1-year in Concert Band)

**Unit Summary:** Rhythm is the most basic element of music: there can be music without melody, but there can be no music without rhythm. Rhythm, with its essential underlying steady pulse, allows music to have motion, and therefore life. Without rhythm, the performer would have no way of knowing when to move on to the next pitch, and forward motion would be arbitrary. Steadily executed tempo provides a timetable for musical performance. Meter, in conjunction with rhythm, provides both performer and listener with structure and character, allowing for the essential organization that separates music from noise. In this unit, students will engage in improving their skills in feeling steady pulse, recognizing both macro and micro beats, counting and subdividing rhythms according to the meter of the music, interpreting meter according to the intentions of the composer, and reading rhythms with fluency. Many of these skills are taught in small group lessons and then applied to the literature being studied in rehearsals: however, counting and rhythm-reading should be addressed regularly in large ensemble settings as well.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

**1.3C.12acc.Pr4b.** Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

**1.3C.12acc.Pr4c.** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

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

**1.3C.12acc.Pr6a.** Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

**1.3C.12acc.Pr6b.** Demonstrate an understanding of intent as a means for connecting with an

audience through prepared and improvised performances.

- 1.3C.12acc.Re7a.** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- 1.3C.12acc.Re7b.** Explain how the analysis of structures and contexts inform the response to music.
- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources
- 1.3D.12acc.Cr3b.** Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- 1.3D.12acc.Pr5a.** Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
- 1.3D.12acc.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
- 1.3D.12acc.Re8a.** Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

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

- 9.4.2.CI.1.** Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.1.** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems
- 9.4.2.GCA:1.** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.IML.3.** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A.** Reason quantitatively and use units to solve problems.
  - 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A.** Interpret the structure of expressions
  - 1. Interpret expressions that represent a quantity in terms of its context.

- a. Interpret parts of an expression, such as terms, factors, and coefficients.
  - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
2. Use the structure of an expression to identify ways to rewrite it.

**NJSLS for ELA:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse

partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

**RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Unit Understandings:**

*Students will understand that...*

- Steady beat and pulse are essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo control.
- Accurate execution of rhythms is essential for proper performance of any music literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance and there is a systematic approach to subdivision.

- Music is a layered and cumulative experience with one concept building on the next.
- Meter is a mathematical concept that involves regularly occurring patterns and accents that work together to organize music in time.
- Meter is interpreted; rhythms are counted/subdivided.

**Unit Essential Questions:**

- How do steady beat and pulse on an individual and ensemble level help musical growth?
- How is using a metronome vital to a musician's development?
- How is rhythm reading fluency essential to proper performance?
- How does fluency of reading and recognizing rhythms and rhythmic patterns aid in better sight-reading?
- How is subdivision applied to correct rhythmic execution?
- How does tempo relate to conducting patterns and gestures?
- How does meter relate to conducting patterns and gestures?
- How does the interpretation of meter affect rhythm reading and subdividing?

**Knowledge and Skills:**

*Students will know...*

- tempo control through aural recognition and rehearsal experience.
- various uses and functions of a metronome.
- the mathematical correlation of rhythm and meter.
- a comprehensive vocabulary of rhythms and rhythmic patterns.
- a detailed systemic approach to subdivision using the Eastman Counting System.
- how the conductor's patterns and gestures directly relate to tempo and meter.
- that some meters have multiple interpretations.

*Students will be able to...*

- perform with a steady beat individually and within an ensemble.
- perform musical passages with rhythmic accuracy with and without a metronome.
- demonstrate proficiency in performance of rhythms at varied tempi.
- sight read with rhythmic pattern accuracy.
- execute a wide variety of rhythms through oral and tactile performance while maintaining internal subdivision.
- follow a conductor's pattern and gestures to perform accurately.
- begin to discern appropriate metric interpretation based on the character of the music.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

In lessons, ensemble rehearsals and performances students will:

- perform with steady beat, rhythmic accuracy, and subdivision.
- critically evaluate through self assessment, question and answer, listening, and recording.
- demonstrate growth and accuracy through one-on-one unit assessment with teacher.

Formal assessments will be conducted at Mid-terms and Final exams and will include written as well as spoken examples of subdividing and performances of music in varied meters and tempi.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Utilization of The Eastman Counting System on a regular basis in lessons and rehearsals.
- Use of rhythm-only exercises during regular daily warm-ups.
- Continued use of metronome with macro and micro beats.
- Strategies on internalization of tempo control with and without metronome reinforcement.
- Enunciation of rhythms out loud, without instrument, using The Eastman Counting System.
- Counting and clapping exercises and thereafter, transfer of knowledge through instrumental performance.
- Subdivision will be detailed on the white board for identification of more difficult rhythms.
- Continued review of simple and compound meter.
- Introduction of more complex compound meter (e.g., 5/8 and 7/8) and the grouping of subdivisions.
- Continued use of marches for cut time.
- Sight-reading will be incorporated to reinforce rhythmic recognition.
- Continuous and cumulative listening.
- Selected repertoire is based on technical ability and will be challenging yet attainable. Repertoire will represent a variety of meters, tempi, styles, and genres.

## ***RESOURCES***

### **Teacher Resources:**

- Metronome online
- Music Library
- Various warm-up materials
- *Basics in Rhythm* by Garwood Whaley
- Sight-reading Factory

### **Equipment Needed:**

- Computer
- Metronome
- Sound System



## *UNIT 3*

**Content Area:** Wind Ensemble

**Unit Title:** Technique

**Target Course/Grade Level:** 10-12 (audition or teacher recommendation only with prerequisite of 1-year in Concert Band)

**Unit Summary:** Technique can be defined as the skills unique to each instrument which allow the player to develop comfort and facility in performance, and which, after years of serious study, allow advanced proficiency to be developed. In this unit, students engage in the specific skills required to perform on their respective instrument. Much of this learning is done in small group lessons, practiced outside of the lesson/rehearsal class time, and then applied in the ensemble rehearsal towards the performance of literature. Students will engage in instrument-specific skill drills, etudes, and studies which allow them to continually gain higher levels of mastery over their instrument. Most of these studies are not performed outside the lesson setting but are transferred and applied to the literature being rehearsed in the ensemble. Thus, small group lesson instruction is essential to achievement in the ensemble.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 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.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12acc.Pr5a.** Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.

- 1.3D.12accPr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment in a variety of styles, while, demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3C.12acc.Pr4b.** Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
- 1.3C.12acc.Pr4c.** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- 1.3D.12acc.Cr3b.** Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

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

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Unit Understandings:**

*Students will understand that...*

- knowledge and technical proficiency of scales/rudiments correlate to repertoire.
- correct posture and breathing are essential.
- hand placement on instrument directly affects dexterity.
- varied articulation styles correlate to different compositional symbols.
- music is a layered and cumulative experience where there is a direct causal relationship among concepts.
- technical accuracy is necessary for expression and musicianship.

**Unit Essential Questions:**

- How does the performance of scales improve the accuracy of performance?
- How does posture affect performance?
- How does breathing affect performance?

- How does hand and finger placement on instrument affect facility?
- How does the identification and accurate performance of varied articulations affect performance?
- How does awareness of scalar and chromatic passages within repertoire increase accuracy of performance?
- How does consistent technical accuracy contribute to more expressive performance?

**Knowledge and Skills:**

*Students will know...*

- major and minor scales/rudiments based on the literature and repertoire they are performing.
- modes and blues scales when applicable to the music.
- correct posture and breathing.
- correct hand placement and body carriage.
- proficient use of articulation symbols and techniques.
- how to identify scalar and chromatic passages in varied key centers in a variety of music compositions.
- alternate fingerings and their best uses.

*Students will be able to...*

- perform scales/rudiments with correct pitches and fingerings at varied tempi.
- demonstrate proper posture.
- further development of consistent breathing technique and breath capacity.
- demonstrate proper hand placement.
- perform varied articulations within different musical styles.
- perform scalar and chromatic passages within repertoire with accuracy.
- transfer skills acquired from technical studies to ensemble literature.

<b><i>EVIDENCE OF LEARNING</i></b>
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**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- perform with proper posture, hand position, dexterity, and breath support and control.
- exhibit further development and increased proficiency through performance of scales, studies, etudes, and repertoire at varied tempi.
- critically evaluate through self assessment, question and answer, and listening.
- demonstrate student growth and accuracy through one-on-one unit assessment with teacher.

Scale performance tests will be held monthly during lessons and formal performance assessments will be conducted at Mid-terms and Final Exams, featuring examples of technical studies and repertoire.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Continuous and cumulative listening.
- Selected repertoire will be based on technical ability and be challenging yet attainable.
- Proper playing position and posture is reinforced during lessons and modeled by the teacher with correct hand and finger placement on instrument.
- Breathing techniques are continually expanded through varied exercises.
- Students will work on silent finger exercises within ensemble rehearsals while other sections are rehearsing.
- Scale practice will happen during every lesson and as part of every rehearsal warm-up. Scales practiced will correspond with the keys of the music being rehearsed that day, as well as whatever the “Scale of the Month” is for that month.
- Scales will be practiced using various articulations and rhythm patterns and at varying tempi.
- The chromatic scale, as it relates to instrument specific fingerings as well as unison execution, will also be practiced on a regular basis in lessons and ensemble rehearsals.
- Varied articulations, corresponding with ensemble literature, will be practiced as part of regular lesson material and ensemble warm-ups.
- Students will be guided in recognition of scalar patterns within ensemble repertoire and solo literature.
- Use of video master classes and lecture-recitals will enhance student engagement.

## ***RESOURCES***

### **Teacher Resources:**

- Sheridan, Patrick and Pilafian, Sam; *The Breathing Gym*
- Smith, Leonard B.; *Treasury of Scales*
- Whaley, Garwood; *Rhythm Basics*
- Arbans, Jean Baptiste; *Complete Method for Trumpet or Cornet & French Horn*
- Arbans, Jean Baptiste; *Complete Method for Trombone, Baritone and Tuba*
- Rubank; *Elementary, Intermediate, Advanced I & II Methods* for all instruments
- Wagner, Ernest; *Foundations in Flute Playing*
- Rose, C.; *Etudes for Clarinet*
- Weissenborn, H.; *Complete Method for Bassoon*
- Barret, A.M.R.; *Method for Oboe*
- Stone, George; *Stick Control*
- Whaley, Garwood; *Etudes for Mallets, Timpani, and Traps*
- Herring, Sigmund; *40 Progressive Etudes*
- Schlossberg, Max; *Daily Drills and Technical Studies*
- Deville, Paul; *Universal Method for Saxophone*
- Klosé, H.; *Celebrated Method for the Clarinet (Complete Edition)*
- Supplementary Material: various sources
- Tune ups and *Balance Builders*

### **Equipment Needed:**

- Music Library
- Computer
- LCD projector
- CD recordings and YouTube
- Sound system
- White board

## UNIT 4

**Content Area:** Wind Ensemble

**Unit Title:** Expression and Musicianship

**Target Course/Grade Level:** 10-12 (audition or teacher recommendation only with prerequisite of 1-year in Concert Band)

**Unit Summary:** Musicianship is the art of musical expression. Artistry in music, the ability of the performer to effectively and genuinely discern and convey the intentions of the composer, is the ultimate goal. The ability to express oneself artistically, an ability so prized and sought after, comes through continual immersion in the art, study and reflection, and an ability to make decisions and take risks. In this unit, students will be challenged to put their technical skills on autopilot so that they can use their mental energy to dig deeply into the music and into themselves. Through active listening, peer critique, self-reflection, and trial and error, students will learn to tell the story, express the emotional content, and convey the ideas that they glean from the music. The concepts of articulation, dynamics, phrasing, and tempo become crucial to understanding and expressing the style and character of the music. When learning and performing solo literature, students will be asked to develop their own unique interpretation of what they think the composer intended. When working together as an ensemble, together with the teacher/conductor, students will be asked to form a collective and unified agreement on the interpretation and then determine how to express this interpretation in a homogenous way.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## LEARNING TARGETS

### NJ Student Learning Standards:

- 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.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
- 1.3C.12acc.Re9a.** Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
- 1.3B.12acc.Cn10a.** Demonstrate how interests knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12acc.Pr5a.** Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
- 1.3D.12accPr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment in a variety of styles, while, demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12acc.Re8a.** Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, the setting of the text (when appropriate), and varied researched sources.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

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

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.



**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### **Unit Understandings:**

*Students will understand that...*

- proper individual and ensemble warm-up routines impact overall quality of performance.
- there are distinct historical periods in music which impact and affect style.
- discourse within rehearsal will benefit the ensemble.
- music is a layered and cumulative experience with one concept building on the next.
- music is constructed with elements including melody, harmony, phrases, texture, and form.
- dynamics, articulations, and phrasing all contribute to effectively expressing the music.
- having an understanding of the composer's life/background and any information about why this music was composed can help performers better express the music.
- having a personal connection with the music makes for a more meaningful performance.

### Unit Essential Questions:

- How does the correct execution of articulations, dynamics, phrasing, and tempo aid in expression?
- How can discourse within an ensemble rehearsal aid in awareness and improvement of student performance?
- How do musical elements, including form, apply to performance?
- How can students critically evaluate their own performance?
- How do balance and blend affect overall performance?
- In what ways is music a form of expression?
- How can music be used to express ideas and emotions?
- In what ways can understanding the time period, culture, and biographical information about the composer impact the performer's understanding and ability to express the music?

### Knowledge and Skills:

*Students will know...*

- comprehensive information on musical time periods and stylistic elements.
- that listening is essential to critical assessment and overall musical growth.
- various sonorities that can be created by the combination of various instruments.
- more advanced elements of form and composition.
- the importance of phrase connection as it relates to breath support.
- how articulations affect the style of music.
- how dynamic contrast affects the impact of the music.

*Students will be able to...*

- interpret and perform different stylistic elements based on historical information.
- critically evaluate performance individually and collectively using accurate music terminology.
- perform within their section and ensemble with proper balance and blend.
- utilize proper breath support to execute connections between musical phrases.
- recognize more advanced form and musical elements within the repertoire.
- explain and demonstrate how articulations are related to style.
- explain and demonstrate how dynamic contrast relates to phrasing and expression of ideas and emotional content.

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- perform with increased understanding of musical elements and style based on historical characteristics.
- exhibit increased awareness of correlation among musical elements as they relate to the overall performance.
- identify more advanced forms and styles.
- Critically evaluate through self-assessment, question and answer, listening and recording.
- Individually monitor student growth and accuracy through one-on-one unit assessment with teacher.

Students perform in up to three formal concerts per school year. Opportunities for solo and small-ensemble performances are provided throughout the year, including, but not limited to, auditioning for CJMEA Region Band/NJ All-State Band, RHS Cabaret Night, and Rahway Day. Formal performance assessments in which students are evaluated on their performance of solo literature happen at Mid-terms and Final Exams.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Using a variety of teaching strategies, historical time periods will be reviewed and further examined.
- Through listening, question and answer, and performance, students will have a deeper understanding of repertoire.
- Advanced phrase structure and form is introduced and studied in lessons and ensembles.
- Teacher will question students throughout ensemble rehearsals to develop self-evaluation skills.
- Students will continue to utilize YouTube and other online sources to acquire musical examples and podcasts.
- Selected repertoire is based on technical ability and should be challenging yet attainable.
- Cumulative listening will continue to reiterate concepts of musical elements.
- Students will be asked to research composers and musical time periods, as well as find relevant information about the specific music they are studying.

## ***RESOURCES***

### **Teacher Resources:**

- Online resources such as composer webpages, biographical information and video recordings of professional musicians performing literature
- *Teaching Music Through Performance in Band* Series and Reference Recordings
- *Program Notes for Band* by Norman E. Smith

### **Equipment Needed:**

- Computer
- Internet
- Sound system

- Music Library
- Supplemental materials; various sources

## *UNIT 5*

**Content Area:** Wind Ensemble

**Unit Title:** Music Literacy

**Target Course/Grade Level:** 10-12 (audition or teacher recommendation only with prerequisite of 1-year in Concert Band)

**Unit Summary:** Musical literacy is the reading, writing, and playing of music, as well as an understanding of cultural practice and historical and social contexts. It is the goal of the Rahway High School Instrumental Music Program that students who participate in an instrumental music ensemble for all four years in high school graduate as musically literate individuals. Students will be exposed to a wide variety of musical styles and genres, participate in making music in large ensembles, small chamber groups as well as in solo performance. Students are encouraged to create music through composition, improvisation on their instrument, and experimentation with electronic and digital applications. Students are also guided towards artistic citizenship, where music as a universal language brings people together from diverse backgrounds to provide opportunities for self-expression and shared ideas. In this unit, students learn music-specific terminology and engage in discourse regarding style, genre, history, composition, and form.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1acc.Cr1a.** Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12acc.Cr2a.** Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
- 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.
- 1.3C.12adv.Pr6a.** Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12acc.Pr5a.** Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
- 1.3D.12accPr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment in a variety of styles, while, demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3C.12acc.Pr4b.** Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
- 1.3C.12acc.Pr4c.** Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- 1.3D.12acc.Cr3b.** Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

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

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3:** Use a variety of types of thinking to solve problems

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
- RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Unit Understandings:**

*Students will understand...*

- musical terminology.
- that music is a cumulative and correlative experience.

- that musical compositions are grouped in different genres.
- that musical compositions are based on various tonal or key centers.
- that there are distinct historical periods in music which impact and affect style.
- that discourse within rehearsal will benefit the ensemble.
- that music is a layered and cumulative experience with one concept building on the next.
- that music is a universal language which has the power to bring people together.
- that musically literate people do not limit themselves to certain styles of music, but rather are open to experiencing a wide variety of music genres.
- that a person's ethnicity brings with it a unique musical tradition and inherent performance practices which should be valued.

**Unit Essential Questions:**

- How does understanding music terminology directly affect performance?
- Why are scales and chords an essential component of the musical vocabulary?
- How can discourse within an ensemble rehearsal aid in awareness and progress of student performance?
- How are musical genres defined?
- Why are tonal centers used in music compositions? If a piece of music does not use a tonal center, why not?
- What elements or attributes of music allow it to communicate where words fail?
- How can a person benefit from experiencing a wide variety of musical styles and genres?
- In what ways does traditional or indigenous music communicate specific cultural ideas?
- How does knowing where a piece of music came from affect the performance of that music?

**Knowledge and Skills:**

*Students will know...*

- definitions of musical terminology.
- scales, chords, and key signatures.
- why musical vocabulary is essential to critical assessment.
- identifiable genre characteristics.
- relevant information about the country, culture and composer of the music they are learning.

*Students will be able to...*

- define musical terms and apply them in performance.
- identify and interpret symbols, stylistic elements, and terminology and apply them in performance.
- critically evaluate performance.
- recognize different genres within the repertoire.
- identify tonal centers, key signatures, scales, and chords.
- bring elements from their family's cultural heritage into the performance of their music.
- share information about their family's culture through its traditional music genres.

***EVIDENCE OF LEARNING***



**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- define and interpret musical terms and symbols and apply them to performance.
- have awareness of correlation among musical genres as they relate to the overall performance.
- identify basic key signatures, chords, and tonality.
- compare and contrast different musical styles.
- critically evaluate through self-assessment, question and answer, and listening and recording.
- demonstrate growth and accuracy through one-on-one unit assessment with teacher.

Scale performance tests will be held monthly during lessons and formal performance assessments will be conducted at Mid-terms and Final Exams, featuring examples of what is being studied in lessons as well as ensemble repertoire. Students take two written assessments each year, a Pre- and Post-Assessment for the establishment and evaluation of Student Growth Objectives. These assessments include definitions of terminology as well as written responses to Close Reading examples.

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Terminology will be explained and defined in relation to ensemble repertoire.
- Through question and answer, listening, and performing (alone and together), students will have a better understanding of terminology, tonality, chords, and genres within repertoire.
- Teacher will question students throughout ensemble rehearsals to develop self-evaluation skills.
- Students will be asked to define music terms and performance indications and know how to use resources to aid in this task.
- Students will use YouTube and other online sources to find representative musical examples.
- Students will have discourse with peers about the music being learned.
- Students will share traditional music from their family’s cultural heritage and engage in discourse with peers about that heritage.

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Harvard Dictionary of Music
- Oxford (Grove) Music Online
- Teaching Music Through Performance in Band Series and Reference Recordings
- YouTube and other online sources

**Equipment Needed:**

- Computer
- Sound System

- Music Library
- Various supplemental materials