

# **INSTRUMENTAL MUSIC GRADES 9-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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Revised by: Colleen Ferry

Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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## **Table of Contents**

	<u>Page</u>
Prerequisites	3
Course Description and Rationale	4
Unit 1: General Musicianship Skills	5
Unit 2: Marching Skills (Band Only)	10
Unit 3: Professional Performance/Rehearsal Etiquette and Personal Workplace Readiness	13
Sample Standards Integration	16

## **Prerequisites**

Students who wish to participate in the Ewing High School Music Program must meet one of the following prerequisites:

- Successfully participated in instrumental instruction at the middle school level.
- Recommendation from former instrumental instructor.
- Ability to show general music reading skills through audition by the instructor.

## **Course Description and Rationale**

The Instrumental Music Department provides an important opportunity for students to enrich their lives with the boundless treasures of culture. To effectively study music, one must be self-disciplined, reliable and strive for the best musical product possible through rehearsals and performances.

Performers gain pride and community service through performances at sporting events, concerts and other public performances. Band and Orchestra members will study proper general musicianship skills such as pitch/intonation, rhythmic accuracy, instrument techniques/facility, posture, dynamics, articulation, phrasing and musical pulse through challenging ensemble repertoire.

Band and Orchestra students are expected to make every effort to achieve these important attributes. Students will receive 30-minute small group lessons on a regular basis. Small group lessons (or sectionals) will follow a rotating schedule. All scheduled events/performances are mandatory for all members.

## **Unit 1: General Musicianship Skills (90 days)**

### **Why Is This Unit Important?**

Learning and practicing solid general musicianship skills are absolutely *essential* for any student performer. The music student will not enjoy/take ownership of the rewards of preparing, practicing and performing music without the proper skills to do so.

### **Enduring Understandings: General Musicianship Skills**

- The students will demonstrate proper fingering technique/dexterity on their instrument.
- The students of wind instruments will demonstrate proper use of articulation through correct use of the tongue.
- The students of stringed instruments will demonstrate the proper use of articulation through correct use of bow technique.
- The students will demonstrate rhythmic accuracy and the ability to write in the counting for a rhythmic figure.
- The students of wind instruments will demonstrate proper tone production on their instrument through excellent posture, breath control, diaphragm support and embouchure control.
- The students of string instruments will demonstrate proper tone production through proper use of bow control and finger control.
- The students of percussive instruments will demonstrate proper tone through proper stick control and coordination of muscular dexterity.
- The students of stringed instruments will be able to play their instrument in the different shifting positions:
  - Violin and Viola students - 1<sup>st</sup> and 3<sup>rd</sup> positions (add 5<sup>th</sup> for advanced players)
  - Cello students - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> positions
  - Bass students - half, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> positions
- Students will use positive aural skills and instrument mechanics to play with proper intonation.
- Students will have an understanding on how to properly interpret a piece of music by analyzing the tempo, dynamics, nuances, phrases, styles, moods, emotions and expressions.
- The students will analyze a piece of music for performance to find areas of rhythmic and/or pitch difficulty prior to playing (sight reading).
- The students will be able to critique and analyze recordings of their own performance to improve in areas of difficulty and hear the overall musical product.
- The students will understand and demonstrate the use of proper musical phrasing.
- The student will be able to use musical terminology in the correct syntax in communication with other students and the instructor.

- The student will perform music from various styles of music such as, classical, jazz, pop, marches, waltzes, contemporary, etc.
- The student will understand the basic conducting patterns and how to follow them.
- Participating in an ensemble builds a sense of community.

### **Essential Questions:**

- Can the students practice and perform ensemble music correctly using positive general musicianship skills?
- Can the students produce an acceptable tone on their instrument?
- Can the students sit with proper posture and hold their instrument in the correct playing position?
- Can the students analyze personal/ensemble performances and use constructive criticism to improve future musical performances?
- Can the students use musical terminology correctly to communicate with other musicians?
- What makes a significant and meaningful performance?
- What is the role of music in my life?
- How does creating and performing music differ from listening to music?
- What do I need to do to improve my sound and my musicianship?
- How does culture affect music?

### **Acquired Knowledge:**

- Playing an instrument provides people with the means of learning musical and developmental skills.
- Reading and notating music are essential to music literacy.
- Listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.

**Acquired Skills:**

- Positive general musicianship skills:
  - Pitch accuracy
  - Rhythmic accuracy
  - Use of dynamics
  - Articulation accuracy
  - Maintain a steady pulse or tempo
  - Proper playing posture.
  - Proper embouchure development and health (winds and brass)
  - Proper bowing technique (strings)
  - Rudiment development (percussion)
- Proper technical facility on instrument
- Successful music rehearsal/performance
  - Listening
  - Self-evaluation
  - Self-correction via self-evaluation analysis

**Assessments:**

Formative assessment:

- Playing tests
- Auditions

Summative assessment:

- Concerts and other public performances

Benchmark assessment:

- Due to varying playing ability levels in each ensemble, benchmark assessments in performance may not occur.

Alternative assessment:

- Students will participate in self-assessment and critique of performance and progress throughout semester

## **Interdisciplinary Connections**

- Students will relate music notation rhythmic symbols to algebraic equations and fractions. Math
- Students will compare musical phrases with sentence/paragraph structure. Language Arts
- Students will learn historical context of music being performed, and how the context and current events of the time impacted the composition. Social Studies

## **Instructional Materials:**

Core:

- Scale books or packets
- Ensemble Music

Supplemental:

- Musictheory.net
- Smart Music
- Sight Reading Factory

## **Instructional Strategies:**

- Demonstrate instrument specific techniques, as well as ensemble and musicianship skills
- Discuss character values and accountability with students

## **2020 NJSL Standards:**

1.3C.12prof.Cr1	1.3C.12prof.Pr4a
1.3C.12prof.Cr2	1.3C.12prof.Pr4b
1.3C.12prof.Cr3a	1.3C.12prof.Pr5
1.3C.12prof.Pr6a	1.3C.12prof.Cn10
1.3C.12prof.Re8	

## **Suggested Learning Experiences/Instructional Activities:**

- Acquire private lessons on instrument
- Acquire piano lessons
- Attend concerts of varying artists and musical styles
- Attend specific instrumental workshops and master classes
- Enroll and perform with a local community ensemble
- Write a piece of music for an ensemble



**Instructional Activities:**

- Practice ensemble music
- Practice scales in all major and minor keys
- Sight read music to improve rhythmic and pitch accuracy
- Reinforce music skills at the following web sites:  
<http://www.musictheory.net>, Smart Music, Sight Reading Factory

## **Unit 2: Marching Skills (Band Only) (60 days)**

### **Why Is This Unit Important?**

The students of the Ewing High School Marching Band must have proper foot movement and individual spatial awareness to promote student safety, group uniformity and quality of show.

### **Enduring Understandings:**

- Students must demonstrate proper body alignment and demeanor during the following essential marching and maneuvering skills:
  - Ready position
  - Parade rest
  - Attention
  - Dress right/center/left
  - Facing right/left/about face
  - The 8 steps to 5 yards adjusted size step
  - Forward march
  - High/low mark time
- Students will use peripheral vision to guide and keep lines straight
- Students will maintain spatial intervals within the drill
- Student will know how to read a drill chart to find their spot on the performance field

### **Essential Questions:**

- Can a student demonstrate marching maneuvers as listed above?
- Can the group maintain a moving straight line?
- Can the group maintain spatial intervals and follow a form within the drill accurately?
- When given a drill chart, can a student find a specific spot on the field?

### **Acquired Skills:**

- Accurate marching and maneuvering skills
- Proper marching posture
- Improved spatial awareness
- Realization of the importance of uniform movement

## **Assessments:**

Formative assessment:

- Music memorization checks
- Marching drill evaluation

Summative assessment:

- Each marching band performance will serve as an assessment and learning tool to improve performance during the next field show.

Alternative:

- Watch a video of a recent marching performance and critique the performance for quality marching, music performance and overall effect of the half time show.

Benchmark:

- Rate marching quality based on Pyware computer marching software show files for marching accuracy.

## **Interdisciplinary Connections**

Students will relate music notation rhythmic symbols to algebraic equations and fractions. Math

Students will compare musical phrases with sentence/paragraph structure.

Language Arts

Students will learn historical context of music being performed, and how the context and current events of the time impacted the composition. Social Studies

## **Instructional Materials:**

Core:

- Drill Sheets
- Ensemble music

Supplemental:

- Canvas
- Computers (Chrome books or laptops)

**Instructional Strategies:**

- Discuss the fundamentals of marching with students
- Discuss the importance of teamwork and time management with students

**2020 NJSLS Standards:**

1.3C.12prof.Cr1	1.3C.12prof.Pr4a
1.3C.12prof.Cr2	1.3C.12prof.Pr4b
1.3C.12prof.Cr3a	1.3C.12prof.Pr5
1.3C.12prof.Pr6a	1.3C.12prof.Cn10
1.3C.12prof.Re8	

**Suggested Learning Experiences:**

- Attend shows given by Drum Corps International (DCI)
- Join a local Drum and Bugle Corp

**Instructional Activities:**

- Attend a Marching Band Camp/Workshop
- Student led sectionals

### **Unit 3: Professional Performance/Rehearsal Etiquette and Personal Workplace Readiness (90 days)**

#### **Why Is This Unit Important?**

This unit provides guidance for the musician as to how to rehearse and perform in an effective and professional manner. Rehearsals and performances are run to replicate as closely as possible the rehearsals and performances of a professional musical organization. Many of the positive traits taught by this unit can be transferred to ANY workplace situation (both musical and non-musical employment) the student may encounter in the future.

#### **Enduring Understandings:**

- The student must be punctual and on time for all activities
- The student must be prepared for class; i.e., bring a pencil, required instrument equipment (reeds, valve oil, etc.)
- The student must be dependable
- The student must exercise self-control
- The student must be attentive
- The student must be cooperative
- The student must follow directions
- The student must participate consistently to contribute to the class as a whole

#### **Essential Questions:**

- How will arriving early to scheduled activities affect readiness?
- How will proper preparedness impact work ethic now and in the future?
- How will being dependable impact work ethic and the work of peers?
- Can self-control, attention to detail and cooperation be used to effectively complete a project?
- Why is important to be a team of WE and not a team of ME?

#### **Acquired Skills:**

- Time management
- Being prepared
- Dependability
- Dedication to the task at hand
- Cooperation towards a common goal with students, teacher and co-workers
- Ability to follow directions

**Assessments:**

Formative assessment:

- Providing personal feedback to students via individual meetings and performance tests.

Summative assessment:

- Productive and effective bandsman leadership/etiquette

Alternate assessment:

- Offer feedback to students regarding what can be done to improve their performance in rehearsals.

Benchmark:

- All students are expected to meet rehearsal expectations outlined by teacher at the beginning of the year. Students with IEPs/504 will receive necessary adaptations to rehearsal and performance expectations.

**Interdisciplinary Connections**

- Students will relate music notation rhythmic symbols to algebraic equations and fractions. (Math)
- Students will compare musical phrases with sentence/paragraph structure. (Language Arts)
- Students will learn historical context of music being performed, and how the context and current events of the time impacted the composition. (Social Studies)

**Instructional Materials:**

Core:

- Ensemble music- Various Publishers

Supplemental:

- Canvas
- Computers (Chrome books or laptops)

**2020 NJSL Standards:**

1.3A.8.Cn11a

1.3A.8.Pr4e

1.3A.8.Re7a

**Instructional Strategies:**

- Discuss ensemble balance with students
- Discuss and review critical visual skills
- Critique a performance

**Instructional Activities:**

- Research and apply for Peer Leadership Program of EHS
- Interview and audition for leadership positions within the ensemble: drum major, student conductor, section leader, class historian etc.

## **Sample Standards Integration**

### **21<sup>st</sup> Century Skills & Career Readiness Practices**

CRP1. Act as a responsible and contributing citizen and employee.

For Example:

- The students must be punctual and on time for all activities
- The students must be prepared for class; i.e., bring a pencil, required instrument equipment (reeds, valve oil, etc.)
- The students must be dependable
- The students must exercise self-control
- The students must be attentive
- The students must be cooperative
- The students must follow directions
- The students must participate consistently to contribute to the class as a whole

CRP2. Apply appropriate academic and technical skills.

For Example –

- Students will perform ensemble music with pitch, rhythmic and dynamic accuracy.

CRP4. Communicate clearly and effectively and with reason.

For Example –

- Students will use music vocabulary to communicate with musicians and other music scholars.

CRP10. Plan education and career paths aligned to personal goals.

For Example –

- In Unit 1, students will research the many different careers that are possible in the field of music, music education, music performance and production.

9.3.12.A.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

For Example –

- Students will continue advanced research into the many different careers that are possible in the field of music, music education, music performance and production.



## **Technology Integration**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

For Example –

- In Unit 1, students employ Google Docs to research, collaborate, review and submit a professional essay investigating musical theory, performance, or production.

## **Interdisciplinary Connection**

2.2.12.A.3 Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

For Example –

- In Unit 3, students research and discuss wellness related to hearing and proper listening with regard to decibel levels.

## **LGBTQ Resources**

These resources can be utilized as appropriate for Units 1,2 and 3.

Institute for Composer Diversity <https://www.composerdiversity.com/>

- The Wind Repertory Project
- [http://www.windrep.org/Main\\_Page](http://www.windrep.org/Main_Page)
- No Broken Links <https://brandonscottrumsey.com/no-broken-links/>
- NAFME guide to creating an LGBTQ+ Safe Classroom <https://nafme.org/abcs-creating-lgbtq-friendly-classroom/>
- LGBTQ Band Composers Project <https://leehartman.instantencore.com/web/page.aspx?title=LGBTQ+Band+Composers+Project>
- Composers who identify as LGBTQ <https://www.classicfm.com/discover-music/great-classical-composers-who-were-gay/>

## Disability Resources

- The Official Blog of Music and Disability Studies at the American Musicological Society and the Society for Music Theory  
<https://musicdisabilitystudies.wordpress.com/>
- Music Representations of Disability
- Database <https://www.lsu.edu/faculty/bhowe/disability-representation.html>
- National Endowment for the Arts statement on Accessibility and Stories of accessibility <https://www.arts.gov/impact/accessibility>