



ESL
SCIENCE
BUSINESS
BILINGUAL
PRESCHOOL
MATHEMATICS
LIBRARY MEDIA
SOCIAL STUDIES
WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Fine & Performing Arts

Course: Marching Band

Grade Level: 9-12

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

ACKNOWLEDGMENTS

Patricia Volino-Reinoso, Program Supervisor: VPS, FAC, Physical Education

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

Meagen Spatz and Timothy Orton

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Marching Band
Grade 9-12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

Marching Band: Grades 9-12

PACING GUIDE

| Unit | Title | Pacing |
|-------------|---------------------------|---------------|
| 1 | Rhythm & Meter | 8 weeks |
| 2 | Tone & Intonation | 8 weeks |
| 3 | Technique | 8 weeks |
| 4 | Musicianship & Expression | 8 weeks |
| 5 | Music Literacy | 8 weeks |

ACCOMMODATIONS

504 Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Provide extra visual and verbal cues and prompts.
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Weekly home-school communication tools (notebook, daily log, phone calls, or email messages).
- Provide study sheets and teacher outlines prior to assessments.
- Quiet corner or room to calm down and relax when anxious.
- Reduction of distractions.
- Permit answers to be dictated.
- Hands-on activities.
- Use of manipulatives.
- Assign preferential seating.
- No penalty for spelling errors or sloppy handwriting.
- Follow a routine/schedule.
- Provide student with rest breaks.
- Use verbal and visual cues regarding directions and staying on task.
- Assist in maintaining agenda book.

IEP Accommodations:

- Provide scaffolded vocabulary and vocabulary lists.
- Differentiate reading levels of texts (e.g., Newsela).
- Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.
- Provide extra visual and verbal cues and prompts.
- Provide links to audio files and utilize video clips.
- Provide graphic organizers and/or checklists.
- Provide modified rubrics.
- Provide a copy of teaching notes, especially any key terms, in advance.
- Provide students with additional information to supplement notes.
- Modify questioning techniques and provide a reduced number of questions or items on tests.
- Allow additional time to complete assignments and/or assessments.
- Provide shorter writing assignments.
- Provide sentence starters.
- Utilize small group instruction.
- Utilize Think-Pair-Share structure.
- Check for understanding frequently.
- Have student restate information.
- Support auditory presentations with visuals.
- Provide study sheets and teacher outlines prior to assessments.
- Use of manipulatives.
- Have students work with partners or in groups for reading, presentations, assignments, and analyses.
- Assign appropriate roles in collaborative work.
- Assign preferential seating.
- Follow a routine/schedule.

Gifted and Talented Accommodations:

- Differentiate reading levels of texts (e.g., Newsela).
- Offer students additional texts with higher Lexile levels.
- Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.
- Allow for independent reading, research, and projects.
- Accelerate or compact the curriculum.
- Offer higher-level thinking questions for deeper analysis.
- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

ELL Accommodations:

- Provide extended time.
- Assign preferential seating.
- Assign peer buddy with whom the student can work.
- Check for understanding frequently.
- Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc).
- Have student repeat directions.
- Make vocabulary words available during classwork and exams.
- Use study guides/checklists to organize information.
- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- 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.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.

- | | |
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| | <ul style="list-style-type: none">● Emphasize critical information by highlighting it for the student.● Use graphic organizers.● Pre-teach or pre-view vocabulary.● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.● Provide audio versions of the textbooks.● Highlight textbooks/study guides.● Use supplementary materials.● Give assistance in note-taking.● Use adapted/modified textbooks.● Allow use of computer/word processor.● Allow student to answer orally, give extended time (time-and-a-half).● Allow tests to be given in a separate location (with the ESL teacher).● Allow additional time to complete assignments and/or assessments.● Read question to student to clarify.● Provide a definition or synonym for words on a test that do not impact the validity of the exam.● Modify the format of assessments.● Shorten test length or require only selected test items.● Create alternative assessments.● On an exam other than a spelling test, don't take points off for spelling errors. |
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UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Rhythm

Target Course/Grade Level: Marching Band: Grades 9-12

Unit Summary: Rhythm is the most basic element of music. Meter, in conjunction with rhythm, provides both performer and listener with structure and character, allowing for the essential organization that separates music from noise. This unit engages students in the foundations of counting and subdivision, understanding the hierarchy of notes and rests, feeling steady beat in the body, macro and micro beats in marching, reading/interpreting written rhythms, learning to value rests as a part of the musical phrase, and understanding rhythm in relationship to various meters and musical styles. Students will utilize the Eastman Counting system to count and subdivide rhythms. Students will experience rhythm in a variety of ways, including but not limited to listening, counting aloud, marching, and performing on their instruments.

Approximate Length of Unit: 8 weeks; however, as music learning is cumulative and overlapping, it is understood that all unit material will be taught concurrently throughout the Marching Band Experience.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C.12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of the characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 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.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

UNIT 1 LEARNING TARGETS

- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine performance.
- 1.3D.12prof.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 patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context to inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 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.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems, such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

NJSLS for Mathematics:

- G.GPE.A.2 Derive the equation of a parabola given focus and directrix.
- F.IF.C.7f Graph trigonometric functions showing period, midline, and amplitude.
 - A. Reason quantitatively and use units to solve problems.
 - 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:

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Steady beat and tempo maintenance are essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo maintenance.
- Accurate execution of rhythms is essential for the proper performance of any musical 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. (AAH, HG, LGBTQ, AAPI)
- Meter is a mathematical concept that involves the regularly occurring patterns and accents that work together to organize music in time.
- Meter is interpreted; rhythms are counted/subdivided.
- Steady beat/pulse can be felt in the body/feet and conveyed through body/feet movement

Unit Essential Questions:

- What is the importance of learning to maintain a steady beat?

- 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? (AAH, AAPI)
- How is subdivision applied to counting and rhythm reading for more correct rhythmic execution?
- How does tempo/meter relate to conducting patterns and gestures?
- How does tempo/meter relate to marching and maneuvering?
- How does the interpretation of meter affect rhythm reading, subdividing, and marching? (AAH, AAPI)

Knowledge and Skills:

Students will know...

- The skill of maintaining a steady beat is essential for the performance of music.
- Various uses and functions of a metronome.
- The mathematical correlation of rhythm and meter.
- a vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experience. (AAH, AAPI)
- A detailed systemic approach to subdivision using the Eastman Counting System.
- that the drum major's patterns and gestures are directly related to tempo and meter.
- that marching and body movement relate to and are affected by tempo and meter.
- That meter is how musicians interpret groups of rhythms and is often felt rather than counted, and some meters have multiple interpretations. (AAH, AAPI)

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 a proficiency in the correct performance of rhythms at varied tempi. (AAH, AAPI)
- sight read with rhythmic pattern accuracy.
- Execute a wide variety of rhythms through oral and tactile performance while maintaining internal subdivision. (AAH, AAPI)
- follow a drum major's pattern and gestures to perform uniformly.
- Discern the steady beat and meter in performance on the field through listening to percussion. (AAH, HG, LGBTQ, AAPI)
- Move the feet/body in time with the steady beat and metric accuracy according to the drum major's conducting gestures.

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 the teacher.
- **Final/ Formal assessments** come in the form of competitions where students receive verbal and written feedback from judges. This information is then used to create instructional plans for future rehearsals and performances.
 - Music Ensemble
 - Music Individual

Learning Activities:

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

- Utilization of the Eastman Counting System regularly 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 whiteboard 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 Factory will be incorporated to reinforce rhythmic recognition.
- Continuous and cumulative listening.
- Selected repertoire is based on technical ability and will be challenging yet attainable. The repertoire will represent a variety of meters, tempi, styles, and genres.

- All RHS students who participate in marching band are required to be members of Concert Band, Wind Ensemble, or Orchestra. As such, lessons and in-school rehearsals support the marching band experience.
- Student-led sectionals, where note/rhythm reading and uniformity are reinforced.

RESOURCES

Teacher Resources:

- Metronome online
- Music Library
- Various warm-up materials
- MusicFirst Suite of apps (Sight-Reading Factory, Noteflight, metronome/tuner, etc.)
- Instructional staff - colorguard/technicians
- Feedback from adjudicators

Equipment Needed:

- Computer
- Metronome
- Sound System/Long Ranger
- Lined Practice field

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Tone & Intonation

Target Course/Grade Level: Marching Band: Grades 9-12

Unit Summary: Tone quality is the characteristic sound produced when a musical instrument is played with the 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 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 one's 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 begin to gain the skills and an understanding of how to listen and what to listen for, how to use and control their breathe and body respective of their instrument, (especially while playing and moving at the same time) how to use resources such as electronic tuners, strategies for improving their characteristic tone and ability to play in tune, while moving. The practice of listening and strategies for improving overall pitch are developed 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 understood that all unit material will be taught concurrently throughout the Marching Band experience.

LEARNING TARGETS

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 - 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.
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NJSLS for ELA:

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- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- A tuner is vital to a musician's consistently accurate intonation.
- Tone production is a direct result of proper use of good breath support, in conjunction with a proper embouchure, aperture, understanding of aspects of the oral cavity, including tongue placement, hand position, and/or body carriage.
- Proper control and consistency of embouchure will result in improved intonation and tone quality. This is especially true while marching.
- Aural skills/ active listening positively impact tone and intonation.
- Advanced manipulation of one's instrument aids in more accurate intonation.
- It is more difficult to play with good tone, blend, and balance while marching. Listening skills are that much more crucial.
- An instrument's relative pitch is affected by the temperature/weather. Constant diligence must be used when performing outside.

Unit Essential Questions:

- What is a 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 characteristic tone in the performance of wind instruments?
- How does blending and balance affect performance?
- How can aural skills impact tone and intonation?
- In what ways are tone/intonation affected by weather/temperature?
- How are tone quality, blend, and balance impacted by marching?

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 instrument.
- Embouchure can be manipulated to control pitch and tone.
- The concept of characteristic tone.
- Aural skills and vocalization in ensemble rehearsals are directly related to the development of good intonation.
- Advanced techniques of tone production and instrument manipulation.
- Marching while playing makes forming a proper embouchure more difficult.
- Breathing is made more difficult by the physical demands of marching, due to an increase in heart rate. Therefore, maintaining breath support is more demanding as well.

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 the achievement of good tone production.
- Produce a mature tone quality, which is affected by marching. (AAH, AAPI)
- Matching pitch and timbre with the section and ensemble while marching.
- Vocalize unison pitches, intervals, and chorales during ensemble rehearsal. (AAH, AAPI)
- Competently manipulate one's instrument for more accurate intonation while marching.

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| <i>EVIDENCE OF LEARNING</i> |
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Assessment:

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

Final/ Lesson Assessments: 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 use of tuner and aural skills within ensemble rehearsals and individual practice.
- Be able to manipulate the 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 the teacher.
- Formal assessments come in the form of competitions where students receive verbal and written feedback from judges. This information is then used to create instructional plans for future rehearsals and performances.
 - Music Ensemble
- Music Individual

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-related examples. (AAH, HG, LGBTQ, AAPI)
- Selected repertoire will be based on ability level and will be challenging, yet attainable. (AAH, HG, LGBTQ, AAPI)
- Students will check and verify intonation with a tuner using long tones and various intervals before 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.
- The teacher will engage students in continued discussion on instrument-specific intonation tendencies and how to properly manipulate their instruments.
- The teacher will engage students in continued discussion on the techniques and qualities of good tone, texture, and timbre.
- The 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. (AAH, HG, LGBTQ, AAPI)
- The teacher will engage students in the process of matching timbre and intonation during lessons and ensemble rehearsals. (AAH, HG, AAPI)
- Use of “The Breathing Gym” and other resources will be included in the daily warm-up procedure and transferred into rehearsal practices.
- All RHS students who participate in marching band are required to be members of Concert Band, Wind Ensemble, or Orchestra. As such, lessons and in-school rehearsals support the marching band experience.
- Student-led sectionals, where note/rhythm reading and uniformity are reinforced.

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 CD sources, 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
- Newline TV

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Technique

Target Course/Grade Level: Marching Band: Grades 9-12

Unit Summary: Technique can be defined as the skills unique to each instrument that 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 instruments. Much of this learning is done in small group sectionals and individual practice, and then applied in the ensemble rehearsal towards the performance of literature. Students will engage in instrument-specific skill drills, etudes, and studies that 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 marching band. Students who attend RHS are required to enroll in Concert Band, Wind Ensemble, or Orchestra, and are required to have Instrumental Lessons.

Approximate Length of Unit: 8 weeks; however, as music learning is cumulative and overlapping, it is understood that all unit material will be taught concurrently throughout the marching band experience.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of the characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 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.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
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- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine performance.
- 1.3D.12prof.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 patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context to inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems, such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

- G.GPE.A.2 Derive the equation of a parabola given focus and directrix.
- F.IF.C.7f Graph trigonometric functions showing period, midline, and amplitude.
 - A. Reason quantitatively and use units to solve problems.
 - 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:

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- Knowledge and technical proficiency of scales/rudiments are essential to all musical performance. (AAH, HG, LGBTQ, AAPI)
- Hand placement on the instrument directly affects the facility.
- Articulations are notated with specific symbols.
- Music is a layered and cumulative experience where there is a direct causal relationship between concepts. (AAH, HG, LGBTQ, AAPI)
- Technical accuracy is important for achievement in expression and musicianship. (AAH, HG, LGBTQ, AAPI)
- articulations and rhythms often go hand-in-hand; ignoring one makes achieving the other much more difficult. (AAH, HG, AAPI)
- All technical demands are made more difficult by the technical demands of marching while playing.

Unit Essential Questions:

- How does the performance of scales improve the accuracy of performance?
- How does posture affect performance?
- In what ways does breathing affect performance?
- How does hand and finger placement on an instrument affect the facility?

- How does the identification and accurate performance of varied articulations affect performance?
- How does awareness of scalar and chromatic passages within repertoire increase the accuracy of performance?
- In what ways can consistent technical accuracy contribute to more expressive performance?
- In what ways does marching while playing increase the technical demands of musicianship in performance?

Knowledge and Skills:

Students will know...

- Major and minor scales & rudiments based on the literature and repertoire they are performing. (AAH, HG, LGBTQ, AAPI)
- Correct body posture and breathing techniques.
- Correct hand placement and body carriage.
- Proficient use of articulation symbols and techniques.
- How to identify scalar passages and patterns and their key centers in music.
- Alternate fingerings and their best uses.

Students will be able to...

- Perform scales/rudiments with correct pitches and fingerings at varied tempi, and demonstrate proper posture while playing.
- Further development of a consistent breathing technique and breath capacity.
- Demonstrate proper hand placement while playing.
- Perform varied articulations within different musical styles. (AAH, HG, LGBTQ, AAPI)
- Perform scalar and chromatic passages within the repertoire with accuracy.
- Transfer skills acquired from technical studies to ensemble literature.

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| <i>EVIDENCE OF LEARNING</i> |
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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 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 the teacher.
- **Final/Formal assessments** come in the form of competitions where students receive verbal and written feedback from judges. This information is then used to create instructional plans for future rehearsals and performances. The following rubrics will be used to assess students' execution of the above skills and concepts:
 - Music Ensemble
 - Music Individual

Learning Activities:

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

- Continuous and cumulative listening. (AAH, HG, LGBTQ, AAPI)
- Selected repertoire will be based on technical ability and be challenging, yet attainable.
- Proper playing position and posture are reinforced during lessons and modeled by the teacher with correct hand and finger placement on the instrument.
- Breathing techniques are continually expanded through varied exercises.
- Students will work on silent finger exercises within ensemble rehearsals while other sections are rehearsing.
- Technical studies and etudes will be practiced regularly in lessons and at home, and transfer will be made from such studies to applicable passages in the ensemble repertoire.
- The practice of scales 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 regularly 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 made aware of how the technical demands of the show are related to the show's theme, and the visual element of the performance will echo the technical element.
- Students will be guided in recognition of scalar patterns within the ensemble repertoire and solo literature.
- Use of video master classes and lecture-recitals will enhance student engagement. (AAH, HG, LGBTQ, AAPI)

RESOURCES

Teacher Resources:

- Sheridan, Patrick, and Pilafian, Sam; The Breathing Gym
- Supplementary Material: various sources
- Tune-ups and Balance Builders
- Music is Cool Warmups
- Maximum Strength
- Judge's adjudications

Equipment Needed:

- Music Library
- Computer
- CD recordings and YouTube
- Sound system/long ranger
- Whiteboard
- Newline TV

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Expression and Musicianship

Target Course/Grade Level: Marching Band: Grades 9-12

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 comes through continual immersion in the art and an ability to make decisions and take risks. In this unit, students will be challenged to start gaining note-to-fingering autonomy in their technique and allowing themselves to begin concentrating on the expressive elements of their performance. Marching band shows generally have a theme, around which all performance elements are centered. Expressing the theme is a crucial component of a successful Marching Band performance. Through active listening, peer critique, self-reflection, and trial and error, students will learn to glean ideas, emotional content, and character from the music and begin to “tell the story” in the way they believe the composer intended. 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 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, taking away both the visual and musical elements.

Approximate Length of Unit: 8 weeks; however, as music learning is cumulative and overlapping, it is understood that all unit material will be taught concurrently throughout the marching band experience.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 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.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine performance.
- 1.3D.12prof.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 patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context to inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting digital content of others.
- 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.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems, such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

- G.GPE.A.2 Derive the equation of a parabola given focus and directrix.
- F.IF.C.7f Graph trigonometric functions showing period, midline, and amplitude.
 - A. Reason quantitatively and use units to solve problems.
 - 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:

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand that...

- A proper individual and ensemble warm-up routine impacts the overall quality of performance.
- There are distinct historical periods in music that impact and affect style. (AAH, HG, LGBTQ, AAPI)
- 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 theme of the show and how the various elements of performance are designed to convey that theme will enhance performance. (AAH, HG, LGBTQ, AAPI)
- Having a personal connection with the music makes for a more meaningful performance. (AAH, HG, LGBTQ, AAPI)

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 performance?
- How do balance and blend affect overall performance?
- How can musical elements be expressed visually
- In what ways are the non-musical performance elements of the show part of the artistry of the 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 period, culture, and biographical information about the composer impact the performer's understanding and ability to express the music?
(AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- Comprehensive information on musical periods and stylistic elements. (AAH, HG, LGBTQ, AAPI)
- That listening is essential to critical assessment and overall musical growth.
- Various sonorities can be created by the combination of various instruments.
- 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...

- Critically evaluate performance individually and collectively using music terminology.
- Interpret and perform different stylistic elements based on historical information.
- Perform within their section and ensemble, working to achieve balance and blend.
- Utilize proper breath support to execute connections between musical phrases.
- Recognize 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.
- Visually demonstrate artistic and musical concepts with good marching technique and execution of visual elements of performance.

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 the correlation between musical elements as they relate to the overall performance.
- Identify 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 the teacher.
- **Final/ Formal assessments** come in the form of competitions where students receive verbal and written feedback from judges. This information is then used to create instructional plans for future rehearsals and performances.
 - Music Effect

Learning Activities:

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

- Using a variety of teaching strategies, historical periods will be reviewed and further examined. (AAH, HG, LGBTQ, AAPI)
- Through listening, questioning and answering, and performance, students will have a deeper understanding of repertoire. (AAH, HG, LGBTQ, AAPI)
- Attention is drawn to phrase structure and form, and studied in depth in lessons and chamber ensembles.
- Music will be applied to drill, during on-field rehearsals, first in small chunks and then with increasing duration as the show is progressively mastered.
- The 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. (AAH, HG, LGBTQ, AAPI)
- Selected repertoire is based on technical ability and should be challenging, yet attainable.
- Cumulative listening will continue to reiterate concepts of musical elements.
- Visual elements will be added as the show becomes fully understood.

- Students will be asked to research composers and musical periods, as well as find relevant information about the specific music they are studying. (AAH, HG, LGBTQ, AAPI)

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
- Thematic material of the theme provided by the composer.
- Drill design
- Judges' feedback

Equipment Needed:

- Computer
- Internet
- Sound system
- Music Library
- Supplemental materials; various sources

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Marching and Maneuvering

Target Course/Grade Level: Marching Band: Grades 9-12

Unit Summary: Having its roots in post-Civil War America, the Marching Arts have become a wholly American pastime, a source of pride for schools and communities, and a highly demanding and competitive performance arena. Marching Band combines the artistry of musical performance and visual performance, bringing a show theme alive in a multi-sensory way. A large part of the visual performance is the drill, or formations, created by performers during the show. Moving from one place to another on the field, performers create pictures, represent ideas, and express elements of the theme. Marching is not walking. It is stylized and makes use of concepts from both military drill and dance. Students will engage in developing specific posture and body carriage, a stylized way to motivate the legs and place the feet, and an understanding of how breathing and breath support affect and are affected by movement. Students learn how to read drill sheets, follow ordered and specific instructions, learn specific vocabulary taken from football, dance, and military terminology, as well as gain an understanding of the respiratory and musculoskeletal systems of the body. Finally, students work as a unit to express an artistic idea through the combination of body movement and musical performance.

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

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.1prof.Cr1a. Compose and improvise ideas and motives for melodies and rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a. Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C12int.Cr3b. Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of the characteristics of music or texts studied in rehearsal.

- 1.3C.12int.Pr4b. Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 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.12prof.Pr6a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a. Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a. Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine performance.
- 1.3D.12prof.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 patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b. Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a. Compare passages in musical selections and explain the elements of music and context to inform the response.

Career Readiness, Life Literacies, and Key Skills:

- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 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.TL.2: Create a document using a word processing application.
- 9.4.3.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems, such as personal, academic, community, and global.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.
- 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.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Interdisciplinary Connections and Standards:

- G.GPE.A.2 Derive the equation of a parabola given focus and directrix.
- F.IF.C.7f Graph trigonometric functions showing period, midline, and amplitude.
 - A. Reason quantitatively and use units to solve problems.
 - 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:

- L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking, or listening.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (1:1, in groups, and teacher-led) with peers, on grades 9/10 topics, texts, and issues, building on each other's ideas clearly and persuasively.
 - D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (example: visually, quantitatively, qualitatively, aurally), evaluating the credibility and accuracy of each source.
- SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Unit Understandings:

Students will understand...

- Definitions of musical terms.
- 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 that impact and affect style. (AAH, HG, LGBTQ, AAPI)
- 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 that has the power to bring people together. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)
- That a person's ethnicity brings with it a unique musical tradition and inherent performance practices, which should be valued. (AAH, HG, LGBTQ, AAPI)

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? (AAH, HG, LGBTQ, AAPI)
- How are musical genres defined? (AAH, HG, LGBTQ, AAPI)
- Why are tonal centers used in music compositions?
- 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? (AAH, HG, LGBTQ, AAPI)
- In what ways does traditional or indigenous music communicate specific cultural ideas? (AAH, AAPI)
- How does knowing where a piece of music came from affect the performance of that music? (AAH, HG, LGBTQ, AAPI)

Knowledge and Skills:

Students will know...

- definitions of musical terminology.
- Scales, chords, and key signatures.
- Why musical vocabulary is essential to critical assessment.
- certain identifiable genre characteristics.
- relevant information about the country, culture, and composer of the music they are learning. (AAH, HG, LGBTQ, AAPI)
- How to engage in discourse about a piece or style of music. (AAH, HG, LGBTQ, AAPI)

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 learned genres within the repertoire. (AAH, AAPI)
- Identify learned tonal centers, key signatures, scales, and chords.
- bring elements from their family's cultural heritage into the performance of their music. (AAH, HG, LGBTQ, AAPI)
- Share information about their family's culture through its traditional music genres. (AAH, HG, LGBTQ, AAPI)
- Engage in discourse with peers in the ensemble about the music being rehearsed.

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| <i>EVIDENCE OF LEARNING</i> |
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Assessment:

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

Final Assessments - Weekly assessment occurs in lessons, ensemble rehearsals, and performances, students will:

- Define and interpret musical terms and symbols, and apply them to performance. (AAH, AAPI)
- Develop an awareness of the correlation among musical genres as they relate to the overall performance. (AAH, HG, LGBTQ, AAPI)
- Identify basic key signatures, chords, and tonality. (AAH, AAPI)
- Compare and contrast different musical styles. (AAH, HG, LGBTQ, AAPI)
- critically evaluate through self-assessment, question and answer, listening, and recording. (AAH, AAPI)
- Demonstrate growth and accuracy through one-on-one unit assessment with the teacher.
- Formal assessments come in the form of competitions where students receive verbal and written feedback from judges. This information is then used to create instructional plans for future rehearsals and performances.
 - Visual Ensemble
 - Visual Effect

Learning Activities:

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

- Terminology will be explained and defined regarding the ensemble repertoire. (AAH, AAPI)
- Through question and answer, listening, and performing (alone and together), students will have a better understanding of terminology, tonality, chords, and genres within repertoire. (AAH, AAPI)
- The 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. (AAH, LGBTQ, AAPI)
- Students will use YouTube and other online sources to find representative musical examples. (AAH, HG, LGBTQ, AAPI)
- 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. (AAH, HG, LGBTQ, AAPI)

RESOURCES

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
- Newline TV