

INTRODUCTION TO INSTRUMENTAL MUSIC

COURSE SYLLABUS

Course Overview: **Introduction to Instrumental Music** (Intro to Music) is a true beginner ensemble for students learning a band instrument for the first time (woodwinds, brass, or percussion). The course emphasizes:

- Fundamentals of setup, tone production, posture, and breath/support
- Music literacy (rhythm reading, pitch reading), rehearsal skills, and ensemble etiquette
- Technique development (fingerings/slide positions/sticking), tuning, and basic musicianship
- Performing age-appropriate repertoire in a full-band setting

Students progress from first sounds to full-ensemble pieces, culminating in potential public performances. Instruction integrates listening, responding, and connecting to cultural/historical contexts and careers in the arts.

Required Materials:

Bring to class (daily)

- Instrument (school loaners available on a first-come basis with signed checkout form)
- Case with visible name tag; instrument name label inside case lid
- 1"–1.5" binder with 5 tab dividers: Warm-ups • Technique • Repertoire • Theory/Literacy • Assessments
- Sharpened pencil (keep 2) and eraser
- Sheet protectors (10–20) for music
- Chromebook (charged) + wired earbuds/headphones

Recommended apps/tools (free/low-cost)

- Tuner & Metronome: TonalEnergy, Bandmate Tuner, Pro Metronome (or equivalent)
- Practice platform (if used): SmartMusic or teacher-provided alternatives

Grading Policy:

There are four categories that make up the Introduction to Instrumental Music grade:

25% Minor Assessments

25% Major Assessments

25% Classwork/Homework

25% Class Participation

Unit 1 - Foundations—Setup, Sound, First Notes Overview

Establish safe instrument setup, care, and storage procedures for woodwinds, brass, and percussion.

Build fundamental posture/hand position/embouchure/sticking; develop breath support and first tones.

Internalize steady beat; read quarter/half/whole notes & rests in 4/4, 3/4, 2/4; follow basic rehearsal markings.

Perform first notes within limited concert pitch sets (e.g., Bb, Eb, F) and simple unison/section lines.

Practice ensemble routines (count-offs, watching the conductor, entering/exiting, cut-offs) and rehearsal etiquette.

Connect simple band tunes to diverse cultural sources and classroom community.

Compare tuning methods and tone-production strategies for efficiency, clarity, and musical impact.

Essential Questions:

How do setup, posture, and breath/embouchure (or sticking) shape tone and intonation?

Why is daily tuning and steady pulse foundational to ensemble success?

How do shared rhythms and simple melodies communicate across styles and cultures?

What individual habits build trust and cohesion in a performing ensemble?

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

Learning Targets & Standards

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Identify instrument parts; assemble, swab/oil/grease as appropriate; store safely after use.
- Demonstrate correct posture, hand position, and **embouchure** (ww/brass) or **matched grip/stroke types** (perc).
- Produce first **long tones** with relaxed breath; maintain steady beat with metronome or conductor.
- Read and perform quarter/half/whole notes & rests; clap/say counts in 4/4, 3/4, 2/4.
- Perform first notes/fingerings (ww/brass) or basic patterns (perc), sustaining tone for 4–8 counts.
- Follow conductor cues (preparatory beat, ictus, releases); observe basic dynamics (p–mf–f) and articulations (tenuto, staccato, simple tonguing).
- Perform at least one culturally rooted folk melody at a beginner level; describe its origin in simple terms.
- Evaluate tone clarity and tuning (with tuner/drone) and choose one improvement goal for practice.

Aligned Standards (NJSLS-VPA)

- **Music—Ensembles (1.3C, HS-Proficient: Creating/Performing/Responding/Connecting as applicable)**
 - • 1.3C.12prof.Pr4a • 1.3C.12prof.Pr4b • 1.3C.12prof.Pr4c (select/interpret music; technical skills; expressive skills)
 - • 1.3C.12prof.Pr5a • 1.3C.12prof.Pr5b • 1.3C.12prof.Pr5c (rehearsal strategies; feedback; refinement)
 - • 1.3C.12prof.Pr6a (present/concert readiness and etiquette)
 - • 1.3C.12prof.Re7a • 1.3C.12prof.Re7b (perceive/analyze) • 1.3C.12prof.Re8a (interpret) • 1.3C.12prof.Re9a (evaluate)
 - • 1.3C.12prof.Cn10a • 1.3C.12prof.Cn11a (relate music to contexts and personal/cultural experience)
- **Music—Harmonizing Instruments (1.3D, HS-Proficient: technique & literacy support in sectionals)**
 - • 1.3D.12prof.Pr4a–c • 1.3D.12prof.Pr5a–c • 1.3D.12prof.Re7a–b
- **Music—Technology (1.3E, HS-Proficient: using tuners/metronomes/recording as tools)**
 - • 1.3E.12prof.Pr4b • 1.3E.12prof.Re7a

Assessments:**Formative (frequent, low-stakes):**

- Daily setup/safety/tuning checks; posture & embouchure/sticking audits.
- Beat-keeping warmups (clap/say/play), echo-play of first notes, long-tone ladders.
- Sectional checkpoints on first fingerings/slide positions and sticking patterns.
- Exit tickets: “one tone goal” or “one tuning strategy that helped”

Summative (end of unit):

- Playing Test #1: long tones at written pitch set (tone, steadiness, basic articulation).
- Rhythm Reading #1: quarter/half/whole in 4/4, 3/4, 2/4 (clap/say/play).
- Ensemble Mini-Performance: unison or simple 2-part line (watching conductor, entrances/cut-offs).
- Quick Quiz: parts of instrument, care steps, basic symbols/terms; short reflection on a folk tune’s origin

Instructional Strategies & Unit Resources:

- Gradual release: model → guided small-group → independent; think-aloud for breath and tone shaping.
- Daily warmup sequence: posture check → breathing gym → long tones → articulation pattern → rhythm read → simple line.
- Sectionals by family (ww/brass/perc) for fingerings/slide positions/sticking; rotating peer leaders.
- Call-and-response and echo-play for first tones/notes; conductor-following drills (prep beat, ictus, releases).
- Tech supports: tuner (clip-on/app), metronome, drone tracks; optional quick audio recordings for self-assessment
- Repertoire samplers: beginner folk melodies from multiple cultures; brief context frames before playing.

Vocabulary

Tier 2 : posture, support, steady, refine, evaluate, accuracy, context, routine, cue, release

Tier 3 : embouchure, long tones, ictus, articulation (tenuto/staccato), tonguing, matched grip, rebound stroke, fingerings/slide positions, metronome, drone, dynamics (p-mf-f), 4/4-3/4-2/4, barline, repeat sign

Accommodations & Modifications

- Alternative parts (reduced range; simplified rhythms/notes) and transposed parts as needed.
 - Visual supports (enlarged notation, color-coded fingerings/slide charts, stick-path diagrams).
 - Extended time; slowed-tempo practice tracks; smaller chunked targets with frequent feedback.
 - Seating/posture aids; mouthpiece-only or pad-only work before full-instrument playing.
 - Bilingual glossaries; peer-buddy/leadership supports; quiet practice spaces or headphones when appropriate.
 - Alternative demonstrations (video submissions, check-ins during sectionals); make-up opportunities.
 - Enrichment options (section leader, librarian, simple harmony lines, auxiliary percussion rotation).
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- [General Education](#)
 - [IEP](#)
 - [504](#)
 - [Multilingual Learners](#)
 - [Students at-risk](#)
 - [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

ELA: *NJSLSA.SL.11-12.1 (collaborative rehearsal discourse); NJSLSA.R4 (technical vocabulary in music).*

Mathematics: *fractions & proportional reasoning in note values and tempo markings.*

Science: *acoustics of sound production (frequency, resonance, instrument families).*

Health/PE: *breath mechanics, ergonomics, safe playing habits.*

Career Readiness/Life Literacies & Key Skills:

- *9.2.12.C.1 (connect interests/strengths to arts/audio pathways).*
- *9.4.12.Cl.1-3 (creative/critical problem-solving in rehearsal).*
- *9.4.12.TL.3 (analyze effectiveness of collaborative rehearsal tech/workflows).*
- *9.4.12.IML.1 (evaluate information/media—tuner apps, how-to videos, fingering charts).*

Unit 2 - Reading & Technique—Rhythm, Pitch, Fingerings Overview

- Build music literacy: steady pulse → subdivision; read and perform eighth notes & rests in 2/4, 3/4, 4/4.
- Expand pitch reading within beginner concert key sets (Bb, Eb, F); introduce key signatures and accidentals.
- Develop instrument-specific fingerings/slide positions/sticking; apply long tones, scale patterns, and articulation (tenuto, staccato, legato tonguing; basic slur for ww/brass).
- Strengthen ensemble habits: align entrances/cut-offs, watch conductor patterns, match tempo, dynamics, and style.
- Perform simple pieces drawn from diverse cultural traditions; discuss context and style choices.
- Compare rehearsal strategies (metronome ladders, chunking, score marking) and justify which improves accuracy fastest.

Essential Questions:

- How does subdivision improve rhythmic accuracy and ensemble cohesion?
- How do key signatures and fingerings/slide positions shape note reading and intonation?
- How do articulation and dynamic choices change musical meaning across styles and cultures?
- Which personal rehearsal strategies most efficiently fix common errors, and why?

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

Learning Targets & Standards

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Read, clap/say, and **perform eighth/quarter/half/whole** notes & rests in **2/4, 3/4, 4/4** with a metronome or conductor.
- Identify and apply **key signatures** for **concert Bb, Eb, F**; recognize **accidentals** (#/ ♭ /[♮]) in beginner lines.
- Produce even **long tones**; play **Bb/Eb/F major one-octave** (or best fit by instrument) at a steady tempo.
- Demonstrate beginning **articulation**: legato tonguing vs. separated (tenuto/staccato); woodwinds slur basics; brass smooth air starts; percussion matched-grip strokes and simple rolls.
- Execute correct **fingerings/slide positions** (ww/brass) or **full-stroke/half-stroke** sticking (perc); maintain tone while changing notes.
- Follow **conductor patterns** (2, 3, 4), observe **road-map symbols** (repeats, 1st/2nd endings, simple codas).

- Prepare one short piece from a non-Western or traditional source; name its origin and stylistic features.
- Set a measurable practice goal (tempo, accuracy, tone); collect evidence (recording/log) to evaluate progress.

Aligned Standards (NJSL-S-VPA)

- **Music—Ensembles (1.3C, HS-Proficient)**

- • 1.3C.12prof.Pr4a • 1.3C.12prof.Pr4b • 1.3C.12prof.Pr4c (select/interpret; technical & expressive skills)
- • 1.3C.12prof.Pr5a • 1.3C.12prof.Pr5b • 1.3C.12prof.Pr5c (rehearsal strategies; refine using feedback; self/peer assessment)
- • 1.3C.12prof.Pr6a (present—concert readiness & etiquette)
- • 1.3C.12prof.Re7a • 1.3C.12prof.Re7b (analyze—elements & structure)
- • 1.3C.12prof.Re8a • 1.3C.12prof.Re8b (interpret—context & expressive intent)
- • 1.3C.12prof.Re9a (evaluate—criteria & evidence)
- • 1.3C.12prof.Cn10a • 1.3C.12prof.Cn11a (connect—context & personal/cultural relevance)

- **Music—Harmonizing Instruments (1.3D, HS-Proficient) — sectional technique & literacy**

- • 1.3D.12prof.Pr4a • 1.3D.12prof.Pr4b • 1.3D.12prof.Pr4c • 1.3D.12prof.Pr5a • 1.3D.12prof.Pr5b
- • 1.3D.12prof.Re7a • 1.3D.12prof.Re7b

- **Music—Technology (1.3E, HS-Proficient) — tuners, metronomes, basic recording as tools**

- • 1.3E.12prof.Pr4b • 1.3E.12prof.Re7a

Assessments:

Formative (frequent, low-stakes):

- Daily rhythm starters (subdivision claps/ta-ti-ti or counting system); echo-play note patterns.
- Scale/long-tone ladders in **Bb/Eb/F**; articulation call-and-response; conductor-following drills.
- Sectional fingerings/slide/ sticking checks; tuner work (drone + match); mini-recordings for self-check.
- Exit tickets: “what fixed it today—counting, air, fingers, or stick path?”

Summative (end of unit):

- **Playing Test #2:** one-octave **Bb or Eb** scale (tone, note accuracy, articulation, steady tempo).
- **Rhythm Reading #2:** perform 16–24 measures mixing quarters/eighths/halves/wholes in 2/4, 3/4, 4/4.
- **Literacy Quiz #2:** key signatures (Bb/Eb/F), accidentals, road-map symbols (repeat, endings).
- **Ensemble Piece #1:** short grade-appropriate work (balance, blend, entrances/cut-offs); brief written or oral context note for one culturally rooted piece.

Instructional Strategies & Unit Resources:

- Gradual release with **count-then-play** and **sing/air-band** before instruments for tricky rhythms.
- **Metronome ladders** (slow → goal tempo), **chunking** by measures, and **looped** practice of error spots.
- Long-tone → scale → articulation pattern daily warmup; **breathing gym** for ww/brass; **stick-control grid** for perc.
- Sectionals rotating by family; peer leaders model fingerings/slide paths/stick paths; **score marking** routines.
- Tech supports: tuner apps, metronome, drone tracks; simple audio captures for reflection.
- Repertoire samplers from multiple cultures; teacher frames historical/cultural context in one minute or less before rehearsal.

Vocabulary

Tier 2: subdivision, accuracy, consistency, refine, evaluate, context, interpret, balance, blend, alignment

Tier 3: key signature, accidental (#/ ♭ /[♮]), articulation (tenuto/staccato/legato), slur, long tones, matched grip, sticking, stroke type, fingerings/slide positions, conductor pattern (2/3/4), repeat, 1st/2nd ending, coda

Accommodations & Modifications

- Simplified parts (reduced range/rhythms), alternate/octave options, or transposed parts as needed.
- Visuals: enlarged notation, color-coded fingerings/slide charts, stick-path diagrams, count-by-color systems.
- Extended time; slower practice tracks; **tempo ladders** with incremental goals; frequent feedback check-ins.
- Seating/posture aids; mouthpiece-only/stick-pad practice before full instrument; quiet practice corners/headphones.
- Bilingual glossaries; peer-buddy/section leader support; small-group re-teach sessions.
- Alternate demonstrations (video submissions, one-on-one pass-offs); flexible retakes.
- Enrichment: scale speed goals, simple harmony lines, auxiliary percussion rotation, student leader roles.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

ELA: NJSLA.SL.11-12.1 (collaborative rehearsal talk), NJSLA.R4 (technical vocabulary), NJSLA.W2 (explanatory writing—context note).

Mathematics: proportional reasoning in tempo/subdivision; fraction operations in rhythm.

Science: air flow/pressure and resonance in instruments; sound waves and frequency for tuning.

Health/PE: ergonomics, breathing mechanics, safe volume practices.

Career Readiness/Life Literacies & Key Skills:

- 9.2.12.C.1 (connect strengths/interests to arts/audio pathways).
- 9.4.12.CI.1–3 (creative/critical problem solving in rehearsal).
- 9.4.12.TL.3 (analyze the effectiveness of collaborative rehearsal tech/workflows).
- 9.4.12.IML.1 (evaluate reliability & usefulness of tuner/metronome apps, online fingering charts).

Unit 3 - Ensemble Skills & Repertoire I Overview

- Develop full-band skills in balance, blend, intonation, and unified articulation.
- Apply dynamics, phrasing, and style to grade-appropriate repertoire (2–3 pieces).
- Strengthen independence within sections and cohesion across the ensemble through conductor awareness and road-map literacy.
- Use tuner/drone/recordings to diagnose and refine ensemble sound.

- Perform and discuss repertoire that represents diverse cultures and traditions with appropriate stylistic choices.

Essential Questions:

- How do **balance, blend, and intonation** interact to create a characteristic ensemble sound?
- How do **dynamics, articulation, and phrasing** change musical meaning and audience impact?
- How can we use **evidence** (tuners, drones, recordings) to make better musical decisions together?
- How do **style and cultural context** inform how we perform different pieces?

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

Learning Targets & Standards

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Match **tone quality** within and across sections; adjust **volume and timbre** to fit the ensemble pyramid of balance.
- Tune **concert Bb/Eb/F** and sustained chords using **drone reference**; adjust with air, embouchure, slide/valve/hand position, or stick placement as appropriate.
- Execute **unified articulations** (legato, tenuto, staccato, accent) and **consistent releases** on conductor cue.
- Shape phrases with **cresc./dim. hairpins, dynamic contrast**, and **breath/bow/stick planning**.
- Read and follow **road-map symbols** (repeats, 1st/2nd endings, D.S., D.C., Coda, fermata) with conductor pattern awareness (2, 3, 4).
- Maintain **independent lines** (simple contrapuntal textures or accompaniment figures) while keeping pulse and style.
- Identify **stylistic markers** (e.g., march style, lyrical folk melody, Latin groove) and apply appropriate articulation and feel.
- Use a **record-reflect-revise** cycle: propose a specific ensemble change (balance, articulation, tempo, phrasing), implement it, and evaluate results.

Aligned Standards (NJSLS-VPA)

- **Music—Ensembles (1.3C, HS-Proficient)**

- • 1.3C.12prof.Pr4a • 1.3C.12prof.Pr4b • 1.3C.12prof.Pr4c (select, analyze, and interpret music; technical & expressive skills)
- • 1.3C.12prof.Pr5a • 1.3C.12prof.Pr5b • 1.3C.12prof.Pr5c (rehearsal strategies, feedback application, refinement)
- • 1.3C.12prof.Pr6a (presentation/concert etiquette)
- • 1.3C.12prof.Re7a • 1.3C.12prof.Re7b (perceive/analyze elements and structure)
- • 1.3C.12prof.Re8a • 1.3C.12prof.Re8b (interpret context and expressive intent)
- • 1.3C.12prof.Re9a (evaluate performances with criteria/evidence)
- • 1.3C.12prof.Cn10a • 1.3C.12prof.Cn11a (connect to historical/cultural and personal contexts)

- **Music—Harmonizing Instruments (1.3D, HS-Proficient) — sectional technique & literacy**

- • 1.3D.12prof.Pr4a • 1.3D.12prof.Pr4b • 1.3D.12prof.Pr4c • 1.3D.12prof.Pr5a • 1.3D.12prof.Pr5b
- • 1.3D.12prof.Re7a • 1.3D.12prof.Re7b

- **Music—Technology (1.3E, HS-Proficient) — tuners, metronomes, recording for feedback**

- • 1.3E.12prof.Pr4b • 1.3E.12prof.Re7a

Assessments:

Formative (frequent, low-stakes)

- Section and full-band **balance/intonation reps** on long-tone chords with drone reference.
- **Articulation unification** drills (single measure patterns, then in context).
- **Phrase shaping** exercises using dynamic hairpins and breath/stick/bow plans; conductor-led cue practice.
- **Listening journals** from in-class recordings: identify one success and one target fix with evidence.
- **Road-map run-throughs** (silent fingerings/stickings, then play) to verify navigation.

Summative (end of unit)

- **Playing Test #3 (excerpt-based):** tone, intonation, articulation unity, dynamic contrast, accuracy.
- **Ensemble Performance #1:** 1-2 selections; rubric for balance/blend, entrances/releases, style/phrasing, and road-map accuracy.
- **Literacy/Listening Check #3:** terms (balance, blend, intonation, articulation, dynamics), road-map symbols, and short response using recording evidence.
- **Context Note (one piece):** 3-4 sentences on cultural or historical background and stylistic implications.

Instructional Strategies & Unit Resources:

- **Warm-up sequence:** breathing/flow → long tones with drone → balance pyramid chords → articulation pattern → phrase hairpins → excerpt application.
- **Seating/voicing adjustments** to support pyramid of balance; **color-coding parts** for melody vs. harmony vs. bass lines.
- **Conductor skills lab:** entrainment to prep beat/ictus, eye contact, silent releases, and recovery after errors.
- **Rehearsal protocols:** count-sing-play, loop the error spot, slow-to-tempo ladder, mark the fix in parts.
- **Technology:** tuners, drones, metronome, **quick capture recordings** (phone/Chromebook) for immediate feedback; optional **dB meter** for dynamic targets.
- **Repertoire diversity:** include at least one piece from a **non-Western or traditionally underrepresented** source; discuss stylistic markers before playing.

Vocabulary

Tier 2: balance, blend, unify, contour, contrast, consistency, precision, projection, ensemble, evaluate, evidence, context

Tier 3: intonation, pyramid of balance, timbre, register, harmonic series/overtone (intro), articulation (legato/tenuto/staccato/accents), release, crescendo/decrescendo (hairpin), fermata, divisi/unison, road-map (D.S., D.C., Coda, 1st/2nd ending), ictus

Accommodations & Modifications

- Alternative/assisted parts (reduced range, simplified rhythms) and **octave options**; transposed parts as needed.
- Visual supports (enlarged notation, color-coded cues, phrasing arrows, articulation icons).
- Extended time; **tempo ladders** with incremental goals; **chunking** and looped practice of target measures.
- Seating/posture aids; mouthpiece-only/air-band or pad-only reps before full playing; quiet practice corners/headphones.
- Bilingual glossaries; peer-buddy/section leader coaching; small-group re-teach.
- Alternative demonstrations (video submissions, excerpt-only checks); flexible retakes.
- Enrichment (student conductor for cues, leadership roles, secondary instrument doubling, simple harmony/descant lines).

- [General Education](#)
- [IEP](#)

- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

ELA: *NJSLSA.SL.11–12.1 (collaborative rehearsal talk); NJSLSA.R4 (technical vocabulary in music); NJSLSA.W2 (explanatory/context notes).*

Mathematics: *ratios and proportion in **dynamic balance**; subdivision and tempo relationships.*

Science: ***acoustics/overtones** and their effect on tuning and blend; sound pressure level awareness.*

Social Studies/History: *composer background, era/style, and **cultural origins** of repertoire; performance practice considerations.*

Health/PE: *hearing safety (exposure time vs. volume), ergonomic posture and breath use.*

Career Readiness/Life Literacies & Key Skills:

- *9.2.12.C.1 (connect interests/strengths to arts/audio pathways).*
- *9.4.12.CI.1–3 (creative/critical problem solving in ensemble rehearsal).*
- *9.4.12.TL.3 (analyze effectiveness of collaborative tech/workflows—tuners, shared recordings, dB meters).*
- *9.4.12.IML.1 (evaluate reliability of online resources for style/interpretation).*

Unit 4 - Performance Prep & Repertoire II Overview

- Prepare, refine, and present a concert program of 2–3 grade-appropriate selections with unified ensemble sound.
- Polish musicality (expressive dynamics, phrasing, articulation/style) and precision (rhythm, balance/blend, intonation).
- Rehearse full run-of-show flow (set-up, tuning, count-offs, transitions, bows), concert etiquette, and stage safety.
- Use recordings/tuners/drones/metronomes to make evidence-based improvements.
- Connect repertoire to historical/cultural contexts; write brief program notes for audience understanding.

Essential Questions:

- What turns a good rehearsal into a compelling **performance** for an audience?
- How do **expressive decisions** (tempo, dynamics, articulation, phrasing) shape the message of each piece?
- How can we use **data** (recordings, tuner/dB readings, conductor feedback) to prioritize the last 10% of polish?
- How do **context and culture** inform interpretation and stage communication?

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

Learning Targets & Standards

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

Learning Targets

- Present a cohesive program with **balanced/blended** ensemble sound and **reliable intonation**.
- Execute **expressive plans** (dynamic hairpins, phrase contours, style-appropriate articulation) and **consistent releases** on cue.
- Navigate **road-map symbols** (repeats, endings, D.S./D.C., Coda, fermata) confidently under the conductor.
- Demonstrate **concert etiquette** (quiet feet, eyes up, count-offs, page turns, bows) and **stage safety**.
- Perform basic **sight-reading** of 8-16 measures at an appropriate tempo with steady pulse and correct entrances.
- Produce a short **program note** (3-5 sentences) explaining cultural/historical context and style indications for one piece.
- Use a **record-reflect-revise** cycle (individual/section/ensemble) to target the most impactful changes before performance.

Aligned Standards (NJSLS-VPA)

- **Music—Ensembles (1.3C, HS-Proficient)**
 - • 1.3C.12prof.Pr4a • 1.3C.12prof.Pr4b • 1.3C.12prof.Pr4c (select/analyze/interpret; technical & expressive skills)
 - • 1.3C.12prof.Pr5a • 1.3C.12prof.Pr5b • 1.3C.12prof.Pr5c (rehearsal strategies; apply feedback; refine)
 - • 1.3C.12prof.Pr6a (present—concert readiness & etiquette)
 - • 1.3C.12prof.Re7a • 1.3C.12prof.Re7b (perceive/analyze performances & structure)
 - • 1.3C.12prof.Re8a • 1.3C.12prof.Re8b (interpret expressive intent & context)
 - • 1.3C.12prof.Re9a (evaluate with criteria/evidence)
 - • 1.3C.12prof.Cn10a • 1.3C.12prof.Cn11a (connect to cultural/historical & personal contexts)
- **Music—Harmonizing Instruments (1.3D, HS-Proficient) — sectional technique & literacy support**

- • 1.3D.12prof.Pr4a • 1.3D.12prof.Pr4b • 1.3D.12prof.Pr4c • 1.3D.12prof.Pr5a • 1.3D.12prof.Pr5b
- • 1.3D.12prof.Re7a • 1.3D.12prof.Re7b
- **Music—Technology (1.3E, HS-Proficient) — recording/analysis tools**
 - • 1.3E.12prof.Pr4b • 1.3E.12prof.Re7a

Assessments:

Formative (frequent, low-stakes)

- Section + full-band **polish reps** on problem measures using recording playback and tuner/drone checkpoints.
- **Run-of-show** rehearsals: set changes, count-offs, transitions, bows; peer checklist for stage etiquette.
- **Expressive rehearsals**: dynamic hairpins, phrase shaping, articulation unity; conductor cue drills.
- **Sight-reading minis**: 8–16 measures (rhythm-first → notes → style); quick self-ratings.
- **Goal cards**: “What one change will most improve audience impact today?”

Summative (end of unit)

- **Ensemble Performance #2 (Concert)**: rubric for tone/intonation, balance/blend, rhythm/precision, expression/style, road-map, etiquette.
- **Playing Test #4 (excerpt-based)**: expressive consistency, releases on cue, accuracy.
- **Sight-Reading Check**: short excerpt scored for pulse, entries, note/rhythm accuracy, dynamics.
- **Program Note**: 3–5 sentences explaining context/culture and style choices for one work (audience-ready).
- **Post-Concert Reflection**: evidence-based evaluation using recordings (what improved; next steps).

Instructional Strategies & Unit Resources:

- Concert-cycle structure: **polish targets** → **full reads** → **recorded run-through** → **micro-fixes** → **dress rehearsal**.
- **Noise-to-note** strategy: isolate rhythm with claps/speaks, add fingerings/air/bows/sticks, then full sound.
- **Expressive mapping** on parts: dynamic arrows, breath/bow marks, articulation icons, release circles.
- **Seating & balance** adjustments guided by pyramid; use **dB meter** to calibrate sections.
- **Technology**: tuner/drones/metronome; classroom/phone **recordings** for immediate playback; shared folders for evidence.
- **Context frames** before rehearsing pieces from diverse cultures/eras; discuss appropriate style markers.

- **Stagecraft:** stand/chair placement, traffic patterns, stand heights, page-turn planning, emergency stops.

Vocabulary

Tier 2: polish, cohesion, projection, transition, annotate, anticipate, prioritize, criteria, audience, reflection

Tier 3: concert etiquette, dress rehearsal, **run-of-show**, sound check, program note, balance pyramid, intonation, ictus, cue, release, fermata, ritardando/accelerando, crescendo/decrescendo (hairpins), D.S./D.C./Coda, sight-reading

Accommodations & Modifications

- Alternative/assisted parts (range/rhythm simplification), **octave options**, and transpositions as needed.
- Visual supports (large-print parts, color-coded cues, expressive icons, road-map highlights).
- Extended time; **tempo ladders** and chunked micro-goals; quiet practice corners/headphones; staged run-throughs.
- Seating/posture aids; mouthpiece-only/air-band or pad-only reps before full playing; ear protection options.
- Bilingual glossaries; peer-buddy/section leader coaching; small-group re-teach; flexible retakes/recorded submissions.
- Performance alternatives (in-class recording, small-ensemble presentation) for excused concert absences.
- Enrichment: student conductor/MC, librarian/stage crew roles, secondary instrument doubling, leadership in sound check.
- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

- ELA: NJSLSA.W2 (program notes—explanatory writing); NJSLSA.SL.11–12.1 (ensemble discussion); NJSLSA.R4 (technical vocabulary in parts).
- Math: tempo ratios (rit./accel.), dynamic balance as proportional relationships; timing transitions.
- Science: acoustics (hall resonance, seating impact on blend); hearing health and safe exposure.
- Social Studies/History: **composer/era/context; cultural origins and performance practice of selected works.**

Career Readiness/Life Literacies & Key Skills:

- 9.2.12.C.1 (connect strengths/interests to arts/audio production roles).
- 9.4.12.Cl.1–3 (creative/critical problem solving—polish plan & run-of-show).
- 9.4.12.TL.3 (analyze effectiveness of collaborative rehearsal tech/workflows—shared recordings, dB data).
- 9.4.12.IML.1 (evaluate reliability/usefulness of online performance references).

Pacing Guide (days & weeks)

- **Unit 1: Foundations—Setup, Sound, First Notes — 30 days (Weeks 1–6)**
 - Focus: assembly/care, posture/embouchure/grip, breath & long tones, steady beat, quarter/half/whole in 2/4–3/4–4/4, first notes, rehearsal etiquette.
- **Unit 2: Reading & Technique—Rhythm, Pitch, Fingerings — 50 days (Weeks 7–16)**
 - Focus: subdivision/eighths, key signatures (concert Bb/Eb/F), accidentals, one-octave scales, articulation basics, conductor patterns, first full piece.
- **Unit 3: Ensemble Skills & Repertoire I — 50 days (Weeks 17–26)**
 - Focus: balance/blend/intonation, unified articulation, phrasing & dynamics, road-map literacy, diversity of styles, Winter Concert.
- **Unit 4: Performance Prep & Repertoire II — 50 days (Weeks 27–36)**
 - Focus: polish & precision, expressive consistency, sight-reading minis, run-of-show, Spring Concert, reflection/portfolio.

Daily Spiral (all year): tune → tone/long tones → articulation pattern → rhythm read (count/say/clap) → excerpt.

Introduction to Instrumental Music — Week-by-Week Guide (36 weeks)

Unit 1: Foundations—Setup, Sound, First Notes (Weeks 1–6)

- **W1** – Orientation; instruments/parts/care; storage & safety; posture/embouchure/grip; pulse vs. rhythm.
- **W2** – Tuning labs (clip-on/app + drone); long tones (4–8 counts); quarter/half/whole in 4/4; first notes by family.
- **W3** – Beat maintenance with conductor; add 3/4 & 2/4; echo-play lines; sectional fingerings/slide/stick paths.
- **W4** – Dynamics p–mf–f; articulations (tenuto/staccato, light tongue/rebound); two-line unison pieces.
- **W5** – Rehearsal etiquette (count-offs, eyes up, releases); first folk melody from a diverse source; practice logs begin.
- **W6** – Unit 1 Summative: Playing Test #1 (tone/steady beat), Rhythm Reading #1, Mini-Ensemble piece; literacy quiz.

Unit 2: Reading & Technique—Rhythm, Pitch, Fingerings (Weeks 7–16)

- **W7** – Subdivision intro (eighths); count-then-play routine; conductor patterns in 2/3/4.
- **W8** – Key signature concert Bb; one-octave scale; long-tone ladders; articulation contrast (legato vs. separated).
- **W9** – Key signature concert Eb; accidentals ($\sharp$ / $\flat$ / $\natural$) in short lines; road-map (repeats, 1st/2nd endings).
- **W10** – Key signature concert F; articulation in context; sectionals for clean fingerings/positions/sticking.
- **W11** – Ensemble piece build-up #1; intra-section balance; metronome ladders to goal tempo.

- **W12** – Reading study (16–24 measures) mixing eighths/quarters/halves/wholes across meters; accuracy checks.
- **W13** – Reading Check #2 (mixed meters with eighths); tuning on sustained chords with drone; dynamic shaping.
- **W14** – Transcription mini (4–8 bars) → notate & perform; road-map rehearsal (silent fingers → play).
- **W15** – Full read-through of Piece #1; polish list (notes, rhythm, articulation, balance); quick recordings as evidence.
- **W16** – Unit 2 Summative: Playing Test #2 (scale excerpt), Rhythm Reading #2, Literacy Quiz #2 (keys/accidentals/road-maps), Ensemble Piece #1.

Unit 3: Ensemble Skills & Repertoire I (Weeks 17–26)

- **W17** – Balance pyramid & blend labs; long-tone chords with drone; tone color alignment.
- **W18** – Intonation problem-solving (air/support, embouchure, slide/valve, stick placement); articulation unity drills.
- **W19** – Phrasing & dynamic hairpins; releases on cue; style markers (march, lyrical, Latin, etc.).
- **W20** – Repertoire set (2–3 pieces) selected; part assignments; sectional independence; road-map fluency (D.S./D.C./Coda).
- **W21** – Run-throughs with recordings; top-three fixes; implement & re-record; audience-ready transitions begin.
- **W22** – Winter Concert Dress: run-of-show, count-offs, bows; etiquette & stage safety refresher.
- **W23** – Winter Concert Performance (or in-class showcase); immediate reflection with recording.
- **W24** – Post-concert debrief; targeted reteach from rubric; new short piece or weak-skill clinic.
- **W25** – Independence work: simple contrapuntal/accompaniment figures while keeping pulse & style.
- **W26** – Unit 3 Summative: Excerpt Playing Test #3 (tone/intonation/articulation/unity), Ensemble Performance #1 + listening response.

Unit 4: Performance Prep & Repertoire II (Weeks 27–36)

- **W27** – Sight-reading minis (8–16 measures): rhythm-first → notes → style; carry-over polish from Unit 3 reflection.
- **W28** – Spring Concert repertoire chosen (2–3 pieces); expressive mapping on parts (arrows, breaths, articulations).
- **W29** – Precision clinic: entrances, cut-offs, tricky rhythms; sectional micro-loops; balance targets with dB checks.
- **W30** – Intonation & blend checkpoint; chord balance across pyramid; dynamic contrast planning.
- **W31** – Full reads with recordings; 80/20 fix-list priorities; implement & verify improvements.
- **W32** – Run-of-show #1; transitions (stands/chairs), count-offs, bows; audience communication; program-note drafts.
- **W33** – Run-of-show #2 (recorded); last-mile details (tempo, articulations, releases); etiquette checklist.
- **W34** – Dress Rehearsal (continuous); contingency plans (missed-entrance recovery, emergency stop).
- **W35** – Spring Concert Performance; collect recordings; student leadership in stage crew/MC roles.
- **W36** – Post-concert reflection & portfolio close: select best take(s), annotate growth, set next-year goals; instrument care turn-in.