

Concert Band

Grade level: 9-12

Prerequisite: Previous instrumental experience or approval of the director.

Course Overview: This course is designed for students interested in performing instrumental literature in a variety of styles. It will provide students with in-depth knowledge of their instruments, other instruments, elements of music, proper fundamentals of breathing and posture, age-appropriate band literature, and rehearsal techniques. Special emphasis will be placed on developing musicianship and ensemble responsibility through performance in a variety of settings. The students will also become life-long learners of music and be able to enjoy it throughout their adult life. The concert band performs two evening concerts, during the school year. Students will also have opportunities for additional performances throughout the year that may offer community service hours. Students are encouraged to participate in the instrumental lesson program run by the music department.

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course: Concert Band UNIT 1: Elements of Music An understanding of the elements and principles of music is essential to the creative process and artistic production.</p>	<p>Unit Summary: This unit covers the essential elements of music including rhythm, pitch, timbre, dynamics, texture and form. The ability of reading musical notation with playing complex pitches and rhythms will be developed. An emphasis on instrumental technique in this unit will help to build self-confidence and establish the accepted norms. The understanding, application and evaluation of these skills are ongoing throughout the year.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do underlying structures unconsciously guide the creation of musical works? 2. Does music have boundaries? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Underlying structures in music can be found via analysis and inference. 2. Breaking accepted norms often gives rise to new forms of artistic expression. In order to read musical notation and interpret a musical score, students must understand the essential elements that govern the creation of musical compositions. 3. Aural skills and sight-reading skills are necessary to learn music faster, thus developing more independent musicians.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

1. Students will recognize rhythms at various tempos in duple, triple, simple and compound meters, and apply that knowledge in learning selected instrumental literature. 1.1.12. B.1, 1.1.12.B.2
2. Students will identify and differentiate pitches on a grand staff, and apply that knowledge to the instrumental repertoire. 1.1.12. B.2
3. Students will interpret various pitches and rhythms to play a simple melody at first sight. 1.1.12. B.2
4. Students will distinguish between melody and harmony, and apply that knowledge in instrumental performance with regard to blend and balance. 1.1.12. B.1, 1.1.12.B.2
5. Students will aurally and visually analyze instrumental music scores by identifying melodic and/or rhythmic motifs that are the same or different to determine form. 1.1.12. B.1, 1.3.12.B.2
6. Students will aurally and visually analyze the changes in time signature, tempo, rhythm, and melody, and apply that knowledge to performance of selected instrumental music. 1.1.12. B.1, 1.3.12.B.2
7. Students will apply the appropriate vocabulary when engaging in all the above activities.
1.1.12. B.1, 1.3.12.B.2

Inter-Disciplinary Connections:

Physical Education

2.1: Wellness

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.5: Motor Skill Development

All students will develop and refine fine motor skills.

All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.

Language Arts

3.1.12: Vocabulary and concept development; Word origins; Root words

All Students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Mathematics

4.2: Geometry and Measurement

All Students will know the relative sizes of measurement units within one system of units.

All students will understand the concept of a ratio, and use ration language to describe a ration relationship between two quantities.

All students will use ratio and rate reasoning to solve real-world problems.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Social Studies

6.1-6: United States and World History

All students will be exposed to historical events, culture, persons, places, attitudes and environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

All students will be able to ask and respond to simple questions, make requests and express preference using memorized words and phrases.

Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.

9.1.12.F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.

9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.

9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following texts appropriate to instrument and skill level:

"Foundations For Superior Performance"

"Accent on Achievement"

"Rubank Elementary Method"

"Rubank Intermediate Method"

"Yamaha Band Method" Book 1

"Yamaha Band Method" Book 2

"Essential Elements 2000 Band Method"

"Pares Scales"

"Ted Reed Syncopation for the Modern Drummer"

"Podemski Standard Snare Drum Method"

"Goldenberg Modern School for Xylophone, Marimba, and Vibraphone"

"101 Rhythmic Rest Patterns"

"Rubank Selected Duets"

"Treasury of Scales"

"Modern Method for Tympani" by Saul Goodman

"Portraits In Rhythm" by Anthony Cirone

Instrumental music scores of varying styles and genres selected by the instructor.

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level:

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"Rubank Elementary Method"

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Teacher demonstration, lecture and teacher-lead class discussion with visual and aural examples.
- Kinesthetic exercises – Playing rhythms on “tah,” foot-tapping and/or standing and marking time, to a steady beat, and conducting basic patterns.



- Group and individual analysis of musical scores – visually and aurally.
- Large and small group practice.
- Written practice.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.

Formative Assessments:

- Oral quizzes. (counting and/or clapping rhythms)
 - Homework (individual) on limited musical excerpts, scales or exercises.
 - Playing quizzes (individual or small group) on limited musical excerpts, scales or exercises.
 - Playing tests on larger excerpts or complete works emphasizing a specific skill.
 - Daily Warm-up Exercises.
 - Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.
- *These assessments will mostly require students to Remember, Understand, and Apply.

Summative Assessments:

- Holiday and Spring Concert dress rehearsals.
 - Holiday and Spring Concert performances.
 - Pep Rally and school assembly performances.
 - Public performances in any venue.
 - Playing tests of complete works.
 - Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.
- *These assessments will mostly require students to Apply, Analyze, and Evaluate.

Performance Assessments:

- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Graduation Ceremony performance.

Accommodations/Modifications: (applicable to both formative and summative assessments)

- Extra time for tests & quizzes.
- Use of visual aids, such as Powerpoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.

- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

Accommodations/Modifications: (applicable to performance assessments)

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.

Category	Advanced Proficient (insert point value or range)	Proficient (insert point value or range)	Partially Proficient (insert point value or range)	Not Proficient (insert point value or range)	Comments
Rhythm/Tempo	The beat is secure and the rhythms are accurate for the style of music being played.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate, detracting significantly from the overall performance.	

Note Accuracy	Notes are consistently accurate.	An occasional inaccurate note is played, but does not detract from overall performance.	A few inaccurate notes are played, detracting somewhat from the overall performance.	Wrong notes consistently detract from the performance.	
Pitch/Intonation	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Some accurate pitches, but there are frequent and/or repeated errors.	Very few accurate or secure pitches.	

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course: Concert Band UNIT 2: Aesthetic Knowledge All students will use aesthetic knowledge in the creation of, and in response to music.</p>	<p>Unit Summary: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning in the arts. The understanding, application and evaluation of these skills are ongoing throughout the year.</p>
<p>Grade Level(s): 9-12</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. 2. The point of studying the arts is to foster meaning, making deeper emotional response, and more inventive decision making. 3. Experts can and do agree about the value, power and source of art.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Why should I care about the arts? 2. What is the difference between a thoughtful and a thoughtless artistic judgment? 	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

1. Students will recognize healthy instrumental playing habits and demonstrate the correct posture for playing. 1.3.12. B.1
2. Students will match various pitches with increasingly better accuracy. 1.3.12. B.1
3. Students will produce increasingly more mature tone quality with proper breath control, hand or instrument placement and resonance. 1.3.12. B.1
4. Students will aurally and visually analyze the changes in time signature, tempo, rhythm, melody, harmony, form, dynamics and timbre, and apply that knowledge to performance of selected instrumental music. 1.1.12. B.1, 1.3.12.B.2

Inter-Disciplinary Connections:

Physical Education

2.1: Wellness

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.5: Motor Skill Development

All students will develop and refine fine motor skills.

All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.

Language Arts

3.1.12: Vocabulary and concept development; Word origins; Root words.

All Students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Mathematics

4.2: Geometry and Measurement

All Students will know the relative sizes of measurement units within one system of units.

All students will understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities.

All students will use ratio and rate reasoning to solve real-world problems.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Social Studies

6.1-6: United States and World History

All students will be exposed to historical events, culture, persons, places, attitudes and environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

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8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities, social networks or virtual worlds, and recognize them as resources for lifelong learning.

All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.

9.1.12. F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.

9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.

9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following texts appropriate to instrument and skill level:

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Kinesthetic and aural exercises and examples - daily teacher demonstration.
- Brief teacher-lead class discussions with visual and aural examples.
- Large and small group rehearsal and performance.



PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.

Formative Assessments:

- Oral quizzes (counting and/or clapping rhythms).
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- Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher

*These assessments will mostly require students to Remember, Understand, and Apply.

Summative Assessments:

- Holiday and Spring Concert dress rehearsals.
- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Playing tests of complete works.
- Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.

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Performance Assessments:

- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Graduation Ceremony performance.

Accommodations/Modifications: (applicable to both formative and summative assessments)

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.

-Extra help during individual or small-group lesson periods, during and afterschool.

Accommodations/Modifications: (applicable to performance assessments)

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
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Dynamics	Dynamic levels are obvious, consistent and an accurate interpretation of the style of music being played.	Dynamic levels are typically accurate and consistent.	Dynamic levels fluctuate but can be discerned.	Attention to dynamic levels is obvious.	
Phrasing	Phrasing is always consistent and sensitive to the style of music being played.	Phrasing is usually consistent and sensitive to the style of the music being played.	Phrasing is usually consistent and occasionally sensitive to the style of the music being played.	Phrasing is rarely consistent and/or rarely sensitive to musical style.	

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course: Concert Band UNIT 3: Performing All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of music.	Unit Summary: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. This unit prepares students to successfully perform a variety of musical genres. It highlights the importance of blend and balance during performance in a range of instrumental ensembles from solos to various chamber configurations to the full concert band. Students will also learn proper performance etiquette, stage presence, how to adapt and overcome unforeseen circumstances. This unit will be implemented primarily during times of concert and/or class performance.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does creating and performing in the arts differ from viewing art?2. To what extent does the viewer properly affect and influence the art and the artist, and to what extent is the art for the artist?3. How do I become a better musical performer?	Enduring Understanding(s): <ol style="list-style-type: none">1. The arts serve multiple functions: enlightenment; education; and entertainment.2. Though the artists' imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.3. Musicians of any level should be aware of proper performance etiquette and should develop appropriate stage presence for performing a variety of musical styles.4. A successful musician understands how to perform appropriately, concerning blend and balance, in any genre and venue.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

1. Students will recall knowledge of proper performance etiquette and apply that knowledge in class and/or concert performances. 1.3.12. B.1
2. Students will recognize and perform with characteristics of great stage presence, including confidence, and body language as it applies to emotion of selected instrumental literature. 1.3.12. B.1, 1.4.12.B.1, 1.4.12.B.2
3. Students will demonstrate the ability to perform with appropriate ensemble awareness regarding blend and balance. 1.3.12. B.1

Additionally, students will be encouraged to participate in All-Conference, All-South Jersey and All-State ensembles, community ensembles, and student-generated ensembles.

Inter-Disciplinary Connections:

Physical Education

2.1: Wellness

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2.5: Motor Skill Development.

All students will develop and refine fine motor skills

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3.1.12: Vocabulary and concept development; Word origins; Root words

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4.2: Geometry and Measurement

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8.1: Technology and Digital Tools

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21st Century Life and Careers

9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.

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PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Brief teacher-lead class discussions with visual and aural examples
- Daily practice
- Class and/or concert performance



PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.

Formative Assessments:

- Oral quizzes (counting and/or clapping rhythms).
- Homework (individual) on limited musical excerpts, scales or exercises.
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- Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.
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Summative Assessments:

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- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Playing tests of complete works.
- Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.
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Performance Assessments:

- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Graduation Ceremony performance.

Accommodations/Modifications: (applicable to both formative and summative assessments)

- Extra time for tests & quizzes.

- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
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- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

Accommodations/Modifications: (applicable to performance assessments)

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.

Category	Advanced Proficient (insert point value or range)	Proficient (insert point value or range)	Partially Proficient (insert point value or range)	Not Proficient (insert point value or range)
Tone Quality	Tone is consistently focused, clear and centered throughout the range of the instrument. Tone has professional quality	Tone is focused, clear and centered through the normal playing range of the instrument. Extremes in range sometimes cause tone to be less controlled.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing range. Extremes in range are usually uncontrolled.	The tone is often not focused, clear or centered regardless of the range being played, significantly detracting from the overall performance.
Technology	Use of technology enhances the musical performance.	Technology is integrated with the musical selection without interrupting the performance.	Technology is used with the musical selection, with minor interruptions in the performance.	Unable to perform musical selection excerpt utilizing the appropriate technology.
Memorization	90-100% of the piece was memorized and played accurately.	75-89% of the piece was memorized and played accurately.	50-74% of the piece was memorized and played accurately.	Less than 50% of the piece was memorized and played accurately.

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course: Concert Band UNIT 4: History of the Arts and Culture. The relationship of the arts and culture is mutually dependent. Culture affects the arts and the arts reflect and preserve culture.</p>	<p>Unit Summary: This unit introduces the stylistic differences of music from various cultures and eras of music history. Students will discover that the creation of music is influenced by cultural and historical events. This unit is ongoing throughout the school year as students learn and perform a variety of selected literature.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. Does art define culture or does culture define art? 2. What is old and what is new in any work of art? 3. How important is “new” in art? 4. How do cultural and historical events influence the creation of musical compositions? 5. How do I perform music of various styles and eras of music history? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Culture affects self-expression, whether we realize it or not. 2. Every artist has a style, and every artistic period has a style. 3. Music from different periods of music history should be performed with specific stylistic nuance. Performers should understand these stylistic differences, as well as stylistic differences in various musical genres. 4. With an understanding of the history behind selected literature, students can better appreciate their music and perform it with appropriate musicality.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

1. Students will recognize stylistic differences in music from different eras of music history. 1.3.12. B.1, 1.4.12.A.1
2. Students will explain and analyze how historical and cultural events influenced the content and style of various music compositions. 1.2.12. A.1, 1.4.12.A.2, 1.4.12.A.3
3. Students will demonstrate the ability to play with appropriate musicality concerning the historical and cultural context of selected instrumental literature. 1.2.12. A.1, 1.3.12.B.1
4. Students will discuss the impact of innovations, especially technology, on music in society, and evaluate the historical/cultural impacts on responses to music. 1.2.12. A.2, 1.4.12.A.4, 1.4.12.B.3
5. Students will interpret and perform selected instrumental literature with appropriate musicality including dynamic contrast, phrasing and stylistic nuance. 1.3.12. B.1, 1.3.12.B.2

Inter-Disciplinary Connections:

Physical Education

- 2.1: Wellness

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.5: Motor Skill Development

All students will develop and refine fine motor skills

All Students will respond in movement to changes in tempo, beat, rhythm, or musical style.

Language Arts

3.1.12: Vocabulary and concept development; Word origins; Root words.

All Students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Mathematics

4.2: Geometry and Measurement

All Students will know the relative sizes of measurement units within one system of units.

All students will understand the concept of a ratio, and use ratio language to describe a ratio relationship between two quantities.

All students will use ratio and rate reasoning to solve real-world problems.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Social Studies

6.1-6: United States and World History

All students will be exposed to historical events, culture, persons, places, attitudes and environments relative to the selected musical compositions.

World Languages

7.1: Vocabulary Development

All Students will demonstrate comprehension of brief oral and written messages (at the word level) using age and level appropriate culturally authentic materials on familiar topics.

All students will be able to ask and respond to simple questions, make requests and express preference using memorized words and phrases.

Science

5.2: Physical Science

All Students will investigate sound with regard to pitch, volume, and timbre as independent variables.

Technology

8.1: Technology and Digital Tools

All students will use technology and digital tools to participate in online course, learning communities,

social networks or virtual worlds, and recognize them as resources for lifelong learning.
All students will use technology and digital tools to create/modify a personal digital portfolio.

21st Century Life and Careers

- 9.1.12. B.3: All Students will assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service-learning or volunteering.
- 9.1.12. C.5: All students will have the opportunity to assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.
- 9.1.12. F.2-3: All students will understand that ethical behaviors support human rights and dignity in all aspects of life. Specifically, a positive work ethic and respect for intellectual property rights.
- 9.3: All students will understand that there is a relationship between personal behavior and employability. Career preparation requires purposeful; planning based on research, self-knowledge, and informed changes.
- 9.4.12. C.4-6: All students will understand that academic concepts lay the foundation for the full range of career and post-secondary education opportunities within a career cluster.

Students will engage with the following texts appropriate to instrument and skill level:

"Foundations For Superior Performance"
"Accent on Achievement"
"Rubank Elementary Method"
"Rubank Intermediate Method"
"Yamaha Band Method" Book 1
"Yamaha Band Method" Book 2
"Essential Elements 2000 Band Method"
"Pares Scales"
"Ted Reed Syncopation for the Modern Drummer"
"Podemski Standard Snare Drum Method"
"Goldenberg Modern School for Xylophone, Marimba, and Vibraphone"
"101 Rhythmic Rest Patterns"
"Rubank Selected Duets"
"Treasury of Scales"
"Modern Method for Tympani" by Saul Goodman
"Portraits In Rhythm" by Anthony Cirone
Instrumental music scores of varying styles and genres selected by the instructor.

Students will write vocabulary, rhythms, labels, and performance reflections with the following texts appropriate to instrument and skill level:

"Foundations For Superior Performance"
"Accent on Achievement"
"Rubank Elementary Method"
"Rubank Intermediate Method"

“Yamaha Band Method” Book 1
“Yamaha Band Method” Book 2
“Essential Elements 2000 Band Method”

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Brief teacher-lead class discussions with visual and aural examples.
- Rehearsal of music from a variety of eras and genres.



PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.

Formative Assessments:

- Oral quizzes (counting and/or clapping rhythms).
 - Homework (individual) on limited musical excerpts, scales or exercises.
 - Playing quizzes (individual or small group) on limited musical excerpts, scales or exercises.
 - Playing tests on larger excerpts or complete works emphasizing a specific skill.
 - Daily Warm-up Exercises.
 - Recall and demonstrate healthy instrumental habits and correct playing posture observed by teacher.
- *These assessments will mostly require students to Remember, Understand, and Apply.

Summative Assessments:

- Holiday and Spring Concert dress rehearsals.
 - Holiday and Spring Concert performances.
 - Pep Rally and school assembly performances.
 - Public performances in any venue.
 - Playing tests of complete works.
 - Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.
- *These assessments will mostly require students to Apply, Analyze, and Evaluate.

Performance Assessments:

- Holiday and Spring Concert performances.
- Pep Rally and school assembly performances.
- Public performances in any venue.
- Graduation Ceremony performance.

Accommodations/Modifications: (applicable to both formative and summative assessments)

- Extra time for tests & quizzes.

- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
 - Extra help during individual or small-group lesson periods, during and afterschool.

Accommodations/Modifications: (applicable to performance assessments)

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.

Category	Advanced Proficient (insert point value or range)	Proficient (insert point value or range)	Partially Proficient (insert point value or range)	Not Proficient (insert point value or range)
Expression and Style	Performs with a creative nuance and style in response to the score and limited coaching.	Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer.	Rarely demonstrates expression and style. Just plays the notes.
Articulation	Secure attacks. Markings (staccato, legato, slur, accents, etc.) are executed accurately as directed by the score and/or the conductor.	Attacks are usually secure, though there might be an isolated error. Markings are executed accurately as directed by the score and/or the conductor.	Attacks are rarely secure, but markings are often executed accurately as directed by the score and/or the conductor.	Few secure attacks. Markings are typically not executed accurately.
Style Markings	All style markings were played well and accurately. Made music more than notes and rhythm.	Most style markings were played well and accurately. May have missed one or two, but did not distract from overall style.	Failed to play several style markings accurately. Style of piece was barely recognizable.	Little or no attention was given to style markings. Style of piece was not recognized.

Black Horse Pike Regional School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course: Concert Band UNIT 5: Critique All students will develop, apply, and reflect upon knowledge of the process of critique.</p>	<p>Unit Summary: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artworks and performances. This unit is ongoing throughout the school year as students learn and perform a variety of selected literature.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): 1. When is art criticism vital, and when is it beside the point?</p>	<p>Enduring Understanding(s): 1. The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

1. Students will recognize stylistic differences in music from different eras of music history. 1.3.12. B.1, 1.4.12.A.1
2. Students will explain and analyze how historical and cultural events influenced the content and style of various music compositions. 1.2.12. A.1, 1.4.12.A.2, 1.4.12.A.3
3. Students will demonstrate the ability to play with appropriate musicality concerning the historical and cultural context of selected instrumental literature. 1.2.12. A.1, 1.3.12.B.1
4. Students will discuss the impact of innovations, especially technology, on music in society, and evaluate the historical/cultural impacts on responses to music. 1.2.12. A.2, 1.4.12.A.4, 1.4.12.B.3

Inter-Disciplinary Connections:

Physical Education

2.1: Wellness.

All Students will use correct terminology to identify body parts and explain how body parts work together to support wellness.

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5.2: Physical Science

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 - Playing tests of complete works.
 - Evaluate live and recorded performances of themselves and others while applying technical instrumental terms in class discussion.
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- Pep Rally and school assembly performances.
- Public performances in any venue.
- Graduation Ceremony performance.

Accommodations/Modifications: (applicable to both formative and summative assessments)

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- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.

- Break long assignments into parts. Set a separate due date for each part.
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- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and afterschool.

Accommodations/Modifications: (applicable to performance assessments)

- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Complete tasks to show students what they are to do.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.

Category	Advanced Proficient (insert point value or range)	Proficient (insert point value or range)	Partially Proficient (insert point value or range)	Not Proficient (insert point value or range)	Comments
Vocabulary (Observing and Describing)	Descriptive terms are obvious, consistent, and an accurate interpretation of the performance.	Descriptive terms are mostly accurate and consistent.	Descriptive terms are ambiguous, but can be discerned.	Descriptive terms are inaccurate and inconsistent.	
Analyzing, Interpreting and Evaluating	Comments are consistent, sensitive, and relevant to the performance.	Comments are mostly consistent, sensitive, and relevant to the performance.	Comments are somewhat consistent, sensitive, and relevant to the performance.	Comments are inconsistent, insensitive, and irrelevant to the performance.	

