

COURSE TITLE:

BAND AND CHOIR COMBINED

LENGTH:

ONE YEAR
GRADES 9-12

SCHOOL:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

FALL 2016

Rutherford High School
Rutherford, NJ
Fine, Practical & Performing
BAND AND CHOIR COMBINED
Fall 2016

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Band and Choir Combined provides students with the opportunity to engage in the study of instrumental *and* vocal performance concurrently. Students will alternate band and choir classrooms daily facilitating instruction in all areas of instrumental & vocal performance. Intonation, tone, technical facility, breath control, ensemble playing/singing, phonation, formation of vowels and consonants, rhythm accuracy, and sight-reading of music are emphasized. The music selections challenge students to develop their expertise as instrumentalists and vocalists in a cooperative environment. Successful completion of this course will prepare students to advance to a college or semi-professional setting. In addition to the daily classroom instructional period students will attend one individual/small group pull out lesson a week on a predetermined rotating basis.

Also available to the students in the Band and Choir Combined are extracurricular activities including: Marching Band, Jazz Ensemble, Percussion Ensemble, Brass Ensemble, Chamber ensembles and various solo opportunities.

This course is designed to meet the needs of students in grades 9-12 who excel in the musical arts.

2. OBJECTIVES

A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS

NJCCCS

For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY

STANDARD 8.1

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS

STANDARD 9.2

CAREER AWARENESS, EXPLORATION, AND PREPARATION:
Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student
CRP2: Apply appropriate academic and technical skills
CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 12.

Throughout the course students in Band and Choir Combined will:

1. Evaluate and respond to musical performances of our ensemble as well as other school bands at competitions, festivals and recordings by drawing on aesthetic concepts.
2. Listen perceptively to music, distinguishing such elements as pitch, melody, harmony, rhythm, timbre, structure, and dynamics, as these relate to the expressive whole.
3. Demonstrate an awareness of music as a means of communication and expression.
4. Demonstrate an awareness of music of varied styles and historical periods, as well as the contributions by women and minorities.
5. Make personal aesthetic judgments based on musical knowledge.
6. Express oneself musically while adding to the group performance through playing an instrument with the group.
7. Demonstrate a mastery of traditional musical notation.
8. Appreciate and develop respect for creators, performers, and various styles of music.
9. Identify and describe, using appropriate terminology, various musical forms, materials and composition techniques from different historical periods.
10. Explore various career possibilities available in the music field.
11. Demonstrate mastery of major and minor scales and ability to articulate complex rhythmic and melodic notation.
12. Advance technical proficiency on respective instruments.
13. Ability to demonstrate the following elements of music:
 - Pitch recognition
 - Duration of pitch
 - Intensity

- Tone color (i.e., identification of voices and instruments)
- Sight singing
- Scales
- Intervals
- Triads

14. Demonstrate understanding of:

Tempo markings: understanding of Maelzel Metronome markings as well as an understanding of the terms referring to tempo in both Italian and English.

Dynamic markings: a knowledge of the customary markings used in music to show degrees of volume: p being soft, and f loud.

Style of music: a knowledge of, and a familiarity with, the many styles represented throughout choral literature such as Renaissance, Baroque, Classical, Romantic, 20th Century, Vocal Jazz, Show Music and Popular Music.

15. Demonstrate Vocal Proficiency in:

- Knowledge of student's respective vocal part (soprano, alto, tenor or bass) for each choral piece currently being learned for performance
- Growth in vocal ability and expression commensurate with length of time in choir
- Familiarity with, and implementation of, proper performance etiquette (i.e. lining up, singing in proper section, following dress code for each concert, having materials on hand)

3. PROFICIENCY LEVELS

This is an elective course open to students in grades 9-12 by teacher recommendation.

4. METHODS OF ASSESSMENT

Student Assessment

The teacher will provide a variety of assessments:

- Ensemble performance
- Group or individual presentations
- Quizzes/tests
- Individual critiques
- Group critiques
- Student listening
- Teacher observation
- Attendance at weekly vocal/ instrumental pullout lessons
- Class participation
- Participation in all concert choir concerts and performances
- Maintaining music theory workbook

Curriculum/Teacher Assessment

- There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program.
- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self-evaluation/PIP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. GROUPING

This elective course is open to all students interested in instrumental and vocal music, developing vocal and instrumental technique and exploring the various styles and languages of choral literature and musical eras.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Band and Choir Combined is a full year elective course. As part of the instrumental & vocal programs, weekly lessons are scheduled on a rotating basis.

7. RESOURCES

- Individual instrument either student or school provided
- Music arrangements
- Musical exercise books
- Concert folios
- Theory Workbooks
- Instruments
- Instructional media

Texts:

- *Essentials of Music Theory*
- *Master Theory Book 1 and 2*
- *Successful Sight Singing Workbook*
- Various choral octavos for each performance

Reference Books:

- *Groves Dictionary of Music and Musicians*
- *The New Harvard Dictionary of Music*
- *The Norton Scores*
- Various Broadway musical scores
- Various classical vocal scores

CD's:

- Various CD's representing the major stylistic periods in Western Choral Music
- Various CD's representing jazz, Broadway and popular choral/vocal music

Various Videos:

- Vocal performance
- Tuning the choir
- Choral singing style
- Positive motivation

8. METHODOLOGIES

During the school year, works written by composers from the Baroque, Classical, Romantic, Jazz and Modern periods are chosen and performed.

Students will:

- Sing
- Play on instruments
- Demonstrate rhythms
- Critique peer performances
- Critique professional performances
- Record and self-evaluate their own performances
- Teacher presentation of choral pieces to be sung
- Teacher presentation of material in theory book
- Daily group warm-up exercises
- Teacher demonstration and reinforcement of proper diction and expression for choral pieces
- Listening to various styles of music
- Applying elements of various styles to one's own performance ability
- Teacher diagnostic of each student's voice and vocal technique

9. SUGGESTED ACTIVITIES

- Singing
- Playing
- Matching pitch to a tuner
- Using a metronome
- Matching pitch to another instrument
- Field trips
- Professional performances
- Performance based festivals
- Performance in High School Winter and Spring Concerts
- Singing a solo in any High School performance
- Singing in all choir performances outside of school such as Graduation, Baccalaureate and other concerts
- Singing outside of school in local choirs, or student performance groups

10. INTERDISCIPLINARY CONNECTIONS

- World History
- Art
- Math

- World language for articulation
- Language Arts: musical terms for articulation, tempo and dynamics
- Biology (breathing, embouchure)
- Computer technology
- Social Studies offering - Popular Music
- Technology and Computer classes enhancing student's ability to efficiently work with computer based music programs
- Library and Internet searches for music, lyrics, and histories of various performers
- For students interested in composition, encouraging proficiency in poetry, literature, and social studies
 - Social studies offering - Popular Music
 - Technology and computer classes enhancing student's ability to efficiently work with computer-based music programs 8.1.12
 - Library and Internet searches for music, lyrics, and histories of various performers 8.1.12
 - For students interested in composition, encouraging proficiency in poetry, literature, and social studies
 - Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
 - Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
 - Presentation and exploration of related career possibilities 9.2.12
 - Working in teams to create group based learning activities and projects CRP1
 - Application of skills learned in class to project based activities CRP2
 - Emphasis on importance of proper nutrition for student learning CRP3

11. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP – Concert Band

Class	September	October	November	December	January
Concert Band	<ul style="list-style-type: none"> • Demonstrate the ability to perform Major scales and exercises in Multiple keys • Define <i>tessitura</i> (e.g., the general pitch or sound of a note played) • Expand individual range in playing personal instruments (e.g., range of octaves) • Assess diverse 	<ul style="list-style-type: none"> • Tongue two slur two in concert Bb • First and second and third musical selection • Sight Reading • Rhythm reading • Critique personal performance for tone, clarity, blend, and balance using a scoring rubric • Identify personal 	<ul style="list-style-type: none"> • Assess melody and countermelody to determine lead and secondary lines in music • Identify melody and countermelody in listening exercises • Discuss the difficulty level of Grade IV Music • Apply musical terms (e.g. melody, countermelody, tone, clarity, blend, balance) 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, C, C#/Db, D, Eb, F, F#/Gb, and G Scales one octave in all-state rhythm • All Winter Concert selections • Apply knowledge of individual and section roles in performance • Conduct advanced individual assessment of performance progress and comprehension 	<ul style="list-style-type: none"> • Concert Ab, Bb, Eb and F Scales two octaves in all-state rhythm • Chromatic Scale in eighth notes one • Identify three forms of minor scales: natural, harmonic, and melodic • Music theory workbooks

	<p>examples of musical literature through listening exercises</p> <ul style="list-style-type: none"> • Compare and contrast tone, clarity, blend, and balance in performances • Expand Individual range • First & second musical selections • Sight Reading • Rhythm reading • Begin Basic Music theory workbooks 	<p>goals for the improvement of performance</p> <ul style="list-style-type: none"> • Demonstrate the ability to play Grade III musical literature • Sight Reading • Rhythm reading • Music theory workbooks 	<p>to assess Grade IV musical literature</p> <ul style="list-style-type: none"> • Conduct individual assessment of performance progress and comprehension • Third and fourth Concert Band selection • Sight Reading • Rhythm reading • Music theory workbooks 	<ul style="list-style-type: none"> • Music theory workbooks 	
--	---	---	--	--	--

Class	February	March	April	May	June
Concert Band	<ul style="list-style-type: none"> • Concert Ab, Bb, C, Eb, F, and G Scales two octaves in all-state rhythm • Chromatic Scale in triplets one octave • First and second Spring Concert selection • Sight Reading • Differentiate among minor scales in listening • Demonstrate the ability to play three 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, C, D, Eb, F, and G Scales two octaves in all-state rhythm • Chromatic Scale in eighth notes two octaves • Third and fourth Spring Concert selection • Sight Reading • Distinguish among chromatic, pentatonic, and whole tone scales 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G Scales two octaves in all-state rhythm.0 • Chromatic Scale in triplets two octaves • Fifth and sixth Spring Concert selection • Sight Reading • Compare and contrast Grade III and Grade IV musical literature for difficulty level • Apply comprehension of the demands of Grade IV 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G Scales two octaves in all-state rhythm • Chromatic Scale in triplets two octaves • Sight Reading • Assess individual and ensemble musicianship as related to concert performance using a scoring rubric • Demonstrate mastery of Grade IV musical literature • Critique live 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G Scales two octaves in all-state rhythm • Chromatic Scale in triplets two octaves • Slur two tongue two fours, and tongue two slur two fours in concert Ab, Bb, Eb, and F • Review for Final Exam • Final Exam

	forms of minor scales	<ul style="list-style-type: none">• Develop personal technique through practice of advanced scales• Demonstrate the ability to perform accurately at increasing tempos	<p>musical literature in performance</p> <ul style="list-style-type: none">• Assess personal performance for mastery of new minor scales using a scoring rubric• Discuss proper concert etiquette (e.g., following conductor, listening skills, stage presence)	<p>performance for tone, rhythm, pitch, clarity, blend, balance, and interpretation</p> <ul style="list-style-type: none">• Analyze personal and ensemble performances using a scoring rubric• Assess progress toward personal goals• Perform successfully for an audience	
--	-----------------------	---	--	--	--

CURRICULUM MAP – CONCERT CHOIR

Class	September	October	November	December	January
Concert Choir	<ul style="list-style-type: none"> • Voice testing • Review vowel sounds and appropriate placement for singing • Sing a major scale • Introduction of new choral music • Star Spangled Banner • Listening exercises • Critiques of various performances • Sight-singing do-mi-sol • Half, quarter, and eighth notes 	<ul style="list-style-type: none"> • Start learning music for winter concert • Whole steps and half steps • Sing a chromatic scale • Sight-singing • Do-mi-sol-do • Single eighth notes • Eighth rest • Sixteenth notes • Theory • Accent marks • Repeat signs • Time signatures • Listening exercises 	<ul style="list-style-type: none"> • Continue working on music for winter concert • Memorize music • Work on blending • Sight-singing • Changing meter • Whole and half rests • Sharps and flats • Dotted half note • Theory • Major key signatures • Leger lines • Tempo markings 	<ul style="list-style-type: none"> • Winter concert • Critique their own performance • Sight-singing • New note la • Slurs • Theory • Review note and rest values • Key signatures • Listening exercises 	<ul style="list-style-type: none"> • Introduce new choral music • Sing a minor scale • Sight-singing • Major and minor keys • Sol below do • Compound time • Theory • Circle of Fifths • Treble and bass clef note reading • Major and minor key signatures • Solfege • Writing counts in for written rhythms • Listening exercises

	<ul style="list-style-type: none">• Quarter rests• Theory• Treble and bass clef note reading• Counting rhythms• Duple meter• Dynamic markings		<ul style="list-style-type: none">• Listening exercises		
--	--	--	---	--	--

Class	February	March	April	May	June
Concert Choir	<ul style="list-style-type: none"> Continue working on music for spring concert In class solos and student critiques Sight-singing Mixed meter Compound meter Pick-up notes Theory D.C. al fine First and second endings Slurs and ties Listening exercises 	<ul style="list-style-type: none"> Continue working on music for spring concert Memorize music Work on blending In class solos and student critiques Sight-singing Mixed meter Compound meter New note ti Whole note Theory Eighth note Eighth rest Listening exercises 	<ul style="list-style-type: none"> Spring Concert Critique students' own performance Introduce new music In class solos and student critiques Sight-singing Slurs and ties Cut time Reading bass clef notes Theory Counting rhythms Key signatures 	<ul style="list-style-type: none"> Prepare for graduation Review for final exam Sight-singing First & second endings Mixed meter Sixteenth notes Dotted notes Changing key signatures Theory Key signatures Solfege Writing and counting rhythms Dotted notes Flats, sharps, and naturals Listening exercises 	<ul style="list-style-type: none"> Prepare music for graduation Memorize music Work on blending Sight-singing Changing meters Dotted eighth note New note fa Natural Theory Note reading Counting rhythms Major and minor key signatures Solfege Listening exercises Review for final exam Final Exam

			<ul style="list-style-type: none">• Sixteenth note• Sixteenth rest• Listening exercises		
--	--	--	---	--	--