

COURSE TITLE:

CONCERT BAND

LENGTH:

ONE YEAR
GRADES 9-12

SCHOOL:

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

DATE:

SPRING 2015

Rutherford High School
Rutherford, NJ
Fine, Practical & Performing Arts
CONCERT BAND
Spring 2015

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Concert Band provides students with the opportunity to engage in the study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. Individual intonation and ensemble intonation are crucial areas of development. The music selections appropriately challenge students of all playing levels to develop their musicianship in a cooperative environment. This course will encompass various musical styles and is designed to meet the needs of all students (grades 9-12) who are interested in woodwind, brass, and percussion performance. In addition to the regularly scheduled Concert Band period, there are required lessons that meet on a rotating basis one period per week.

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

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/>

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

The student will be able to demonstrate the following:

1. Evaluate and respond to musical performances of our band 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. Be able to 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. Continue to demonstrate a mastery of traditional musical notation.
8. Be aware of, 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. Be aware of the various career possibilities available in the music field.
11. Demonstrate mastery of major and minor scales, basic music theory and the ability to articulate rhythmic and melodic notation.
12. Demonstrate ability to sight read Grade 3 Band literature. (Band literature rated on scale of 1-6)

3. PROFICIENCY LEVELS

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

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
- Practice Journals

- **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/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

5. GROUPING

There are no prerequisites for this course.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Concert Band is a full year elective course.

As part of the instrumental program, weekly lessons are scheduled on a rotating basis.

7. RESOURCES

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

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
- Tap out rhythms
- Listen to others perform

- Evaluate others' performances
- Evaluate their performances
- Record performances
- Participate in concerts and other public performances
- Keep an active journal of methods and materials during practice sessions as a tool for improvement

9. SUGGESTED ACTIVITIES

- Singing
- Playing
- Matching pitch to a tuner
- Using a metronome
- Matching pitch to another instrument
- Recording performance for self-assessment

10. 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

11. INTERDISCIPLINARY CONNECTIONS

- World History
- Art
- Math
- World language for articulation
- Language Arts: musical terms for articulation, tempo and dynamics
- Biology (breathing, embouchure) and computer technology
- 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

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"> • Concert Ab and Bb, Eb and F Scales one octave in all-state rhythm. • Slur two tongue two fours in concert Bb. • First, second, third, and fourth marching band selections. • Sight reading. 	<ul style="list-style-type: none"> • Concert Ab, Bb, C, Eb, F, and G Scales one octave in all-state rhythm. • Tongue two slur two fours in concert Bb. • First and second Concert Band selection. • Sight reading. 	<ul style="list-style-type: none"> • Concert Ab, A, Bb, C, C#/Db, D, Eb, F, and G scales one octave in all-state rhythm. • Threes and thirds in concert Bb. • Third and fourth Concert Band selection. • Sight reading. 	<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. • Slur two tongue two fours, and tongue two slur two fours in concert Bb. • Threes in concert Bb. • Thirds in concert Bb. • All Winter Concert selections. 	<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 octave. • Slur two tongue two fours, and tongue two slur two fours in concert Bb and Eb. • Threes in concert Bb. • Thirds in concert Bb. • Sight reading.

Class	February	March	April	May	June
<p>Concert Band</p>	<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. • Slur two tongue two fours, and tongue two slur two fours in concert Bb and Eb. • Threes in concert Bb and Eb. • Thirds in concert Bb. • First and second Spring Concert selection. • Sight reading. 	<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. • Slur two tongue two fours, and tongue two slur two fours in concert Bb and Eb. • Slur two tongue two fours in concert F. • Threes in concert Bb and Eb. • Thirds in concert Bb. • Third and fourth Spring Concert selection. • Sight reading. 	<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 Bb, Eb, and F. • Threes in concert Bb and Eb. • Thirds in concert Bb and F. • Fifth and sixth Spring Concert selection. • Sight reading. 	<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. • Threes in concert Bb and Eb. • Thirds in concert Bb and F. • All Spring Concert selections. • Memorial Day Parade selection. • Sight reading. 	<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. • Threes in concert Bb and Eb. • Thirds in concert Bb and F. • Review for final exam • Final exam