**COURSE TITLE:**

ROCK ENSEMBLE

GRADES 10 - 12

**LENGTH:**

ONE YEAR

**SCHOOLS:**

RUTHERFORD HIGH SCHOOL
RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Rutherford High School
Rutherford, NJ
ROCK ENSEMBLE
Spring 2015


## 1.    INTRODUCTION/OVERVIEW/PHILOSOPHY

Rock Ensemble provides a forum for students to learn and apply music theory on electric guitar, electric bass, drums or keyboard.  This is accomplished through listening, academic exploration, practice, and in-class performance.  The course explores African and Western European influences in the formation of blues, jazz, rock and other related musical styles.  Students study these styles and artists, as well as many recording and performance techniques.  Students analyze and perform a number of works on their respective instruments.

This is a one year elective designed to meet the needs of students in grades 10-12 who are interested in understanding and performing blues and rock music and who already play electric guitar, electric bass, drums, or keyboard.  It meets the New Jersey Core Curriculum Content Standards and Rutherford Board of Education requirements.

## 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.*

The student will be able to demonstrate the following:

1.    Elements of Music
   - pitch recognition
   - duration of pitch
   - intensity
   - tone color (i.e., identification of instruments)
   - scales
   - chords
   - circle of fifths
   - modes

2.    Music Terminology

   - Tempo markings:  understanding of Maelzel Metronome markings and how to program the tempo of an electronic drum machine or metronome

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

- Style of music: knowledge of the many styles within popular music

- Improvisation: knowledge of how a musician is able to spontaneously play improvised melodies above a given harmonic progression; student improvisation using modes and pentatonic scales.

- Form: a working knowledge of 12 bar blues, verse/chorus, ABA, improvisation, free form and asymmetrical meters.

3.  Computer and Electronics Equipment Terminology

- Panning: the placement of a sound source along a 180 hemisphere of sound from left to center to right in the stereo field

- Equalization: the understanding of addition or subtraction of high, mid and low frequencies from a sound source

- Balancing: the ability to choose the proper volume for a given sound source

- Sequencing: using a computer and appropriate music sequencing software to digitally record performed tracks

- Quantization: selecting all or a portion of a track of sequenced music and digitally manipulating its rhythmic placement in the track

4.  Listening to styles and artists: Critique and analysis

- Blues: artists such as Leadbelly, Robert Johnson, Muddy Waters, Elmore James, etc., the roots of rock music

- Early Rock & Roll: an overview through listening and video of rock artists from the 1950's

- Jazz & Jazz Fusion:  through listening, an overview of how some musicians moved to these forms of music from the blues of the 1920's and 1930's

- "Classic Rock":  through video and CD an overview of the 60's and 70's in rock music.  Some selections to be learned for various performances

- Metal and Alternative Rock:  listening and playing various selections as well as understanding the roots of this music

5.    Recording:  All students will learn how to:

- Trim a microphone
- Use a mixer
- Read sound level meters
- Properly record a sound source

Students will also learn:

- Multi tracking:  Recording multiple sound sources at one time and/or layering various sound sources at different times (overdubbing)

- Miking:  Learning proper microphone placement for recording a particular sound source

- Mixing:  The proper volume levels, panning and equalization of sound sources in a mix

- Effects:  Learning how to add reverb, echo, distortion, or other effects, to a given sound source

## 3.    PROFICIENCY LEVELS

This course is for students in grades 10-12.  Students are required to be at an intermediate to advanced level on their respective instruments. Students are also required to bring their instruments to class each day. Drums, keyboards, and amplification are provided.

## 4.    METHODS OF ASSESSMENT

   ➢ **Student Assessment**

   The teacher will provide a variety of assessments, including:

   - Individual and group performance/analysis projects
   - Class participation including performance
   - Participation in Holiday Assembly, Popcert and other school activities/concerts requiring students' talents
   - Tests and Quizzes

   ➢ **Curriculum/Teacher Assessment**

   There will be an ongoing self and department assessment to determine the effectiveness of all aspects of Rock Ensemble, including:

   - Teacher/departmental meetings
   - Teacher observation of student performance and progress
   - Completed projects
   - Self evaluations/PDP
   - Supervisor evaluations
   - Suggestions for changes to supervisor

## 5.    GROUPING

This elective course is open to all students in grades 10-12 who play electric guitar, electric bass, drums or keyboard.  Bass and guitar players are required to bring their own respective instruments to class each day. Students should have a basic working knowledge and playing proficiency on their instrument before entering Rock Ensemble.

## 6.    ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

This full year, 5-credit course is available to all interested students who already play guitar, bass, drums or keyboard.

### 7.   RESOURCES

Text:
- Essentials of Music Theory

Research:
- Beatles Anthology
- The New Harvard Dictionary of Music & Musicians
- Various music related websites

Specialized Equipment:
- Roland V Drums
- 3 Pod Guitar/Bass Processors
- Bass, Guitar, and Keyboard amplifiers
- Mixing Board/sound system
- Student iPods and lap tops

Music Organizations:
- Music Educators National Conference
- Music Educators of Bergen County

Various instructional videos/DVDs
Various audio recordings

### 8.   METHODOLOGIES

- Teacher presentation of material in music theory book
- Application of scales, riffs and songs by students in small groups, and one-on-one with teacher
- Learning how to tune respective instrument
- Learning how to properly use equipment for performance
- Listening to various styles of music
- Applying elements of various styles to one's own performance ability
- Learning various scales and modes and applying them for solo content
- Gaining experience in stage performance

### 9.   SUGGESTED ACTIVITIES

- Performance in Holiday Assembly
- Performance in Popcert
- Assisting choir and other RHS musical ensembles when possible
- Using skills developed in bands outside of school

- Use of music software in class
- Group critique of material presented in class
- Sharing of scales, patterns, riffs and songs among class members


## 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

This course reinforces concepts taught in:
- Social studies offering - Popular Music
- Technology and computer classes enhancing students' 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

## 12.  PROFESSIONAL DEVELOPMENT
Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

## 13.   Curriculum Map - Rock Ensemble

| Class | September | October | November | December | January |
|---|---|---|---|---|---|
| **Rock Ensemble** | • Circle of fifths<br>• I, IV and V harmonic progression in 12 keys<br>• Pentatonic scale<br>• The staff, notes and pitches<br>• Treble and bass clef<br>• The grand staff<br>• Ledger lines<br>• Note values<br>• Measure, bar line and double bar<br>• 4/4 time signature and note values<br>• Rests | • Song projects<br>• Improvisation using circle and pentatonic scales<br>• 2/4time signature<br>• 3/4time signature<br>• -Dotted half note<br>• Ties and slurs<br>• Pentatonic positions<br>• Relative minor<br>• I, vi, IV, V in 12 keys | • 12 bar blues<br>• Improvisation using circle and pentatonic scales<br>• Repeat sign, 1$^{st}$ and 2$^{nd}$ endings<br>• Eighth notes<br>• Eighth rests<br>• Dotted quarter note | • Rehearse material for Holiday assembly<br>• Improvisation using circle and pentatonic scales<br>• Pentatonic positions | • Critique assembly<br>• Dynamic signs<br>• Tempo marks<br>• Articulation<br>• D.C., D.S., coda and fine<br>• Flats<br>• Sharps<br>• Naturals<br>• Whole Steps, half steps and enharmonic notes |

| Class | February | March | April | May | June |
|---|---|---|---|---|---|
| **Rock Ensemble** | • Tetrachords and scales<br>• Key signatures<br>• Chromatic scale<br>• Intervals:<br>   o Perfect and major intervals<br>   o Minor intervals<br>   o Augmented and diminished intervals<br>• Solfege and transposition<br>• Sixteenth notes and rests<br>• Dotted eighth notes<br>• Common and cut time | • Begin song projects<br>• Modes<br>• Modal positions<br>• 3/8 and 6/8 time<br>• Eighth note triplets<br>• Incomplete measures<br>• Triads<br>• Primary and major triads<br>• Scale degree names<br>• The V7 dominant 7$^{th}$ chord | • Song projects<br>• Triads: 1$^{st}$ inversion<br>• Triads: 2$^{nd}$ inversion<br>• Improvisation using circle and pentatonic scales<br>• Popcert! | • V7 chord: 1$^{st}$, 2$^{nd}$ & 3$^{rd}$ inversions<br>• Figured bass<br>• Major chord progressions<br>• Minor scales<br>• Natural, harmonic, and melodic minor scales<br>• Minor triads<br>• Augmented and diminished triads<br>• Improvise on modes | • The primary triads in minor keys<br>• Minor chord progressions<br>• Modes revisited<br>• Improvise on modes<br>• Review<br>• Final Exam |