

Madison Public Schools
High School Wind Ensemble/Honors Wind Ensemble

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Course Overview

Description

Wind Ensemble is a comprehensive performance based class. The Band student will focus on all areas of good practice and performance technique. The musical styles covered may include, but are not limited to, Contemporary Works, Classical Literature, Concert Marches and Romantic Literature. These works will be studied at an advanced level. Wind Ensemble requires an audition for consideration for entrance to the course. Each student will be expected to perform at all concerts. In addition, the Wind Ensemble student will take part in a rotating lesson schedule which will aide in their mastery of both their instrument and the Band literature. Skills that will be focused on include but are not limited to, instrument maintenance, proper posture, individual rhythmic accuracy, tone quality, ear training and sight singing. Auditions for Area Band, Region I, All State Band, etc. are encouraged. Honors Credit is available for this course.

The Madison Public Schools Music program in grades 4 through 12 is designed to allow each student to progress as a musician and achieve musical independence at an extremely high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm and other aspects of instrumental music performance. It is the common goal of each music director in the Madison School District to help develop life- long learners who will have a love and appreciation for music. Through the use of the NJSLS for Music, careful lesson and rehearsal planning, meaningful daily or weekly rehearsals and a multitude of performance opportunities on and off campus (concerts and festivals/competitions), students are given experiences that will allow them to be productive members of society and supporters of the arts.

The concepts set forth in this curriculum are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the school year. The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, tone production, musical expression and listening are related to each other when performing, as are rhythm, theory, and listening and analysis. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

Goals

This course aims to:

- Develop musical literacy through the study of various musical genres
- Develop a lifelong love of music
- Develop students' proficiency to enable them to perform rhythms at an advanced level in the 6/8, 4/4, 3/4, 2/4, 9/8, 3/8, 12/8 and cut time, time signatures
- Develop advanced instrumental skills (examples: fingerings, instrument maintenance, posture, air support, tone quality)
- Prepare students to effectively and appropriately perform in a professional large ensemble setting
- Build confidence and contribute to the students' positive self-image
- Prepare students for a career in the music profession

<ul style="list-style-type: none"> Challenge students to perform level 5 and above literature
Materials
<p>Core: There is no textbook for this course, rather the teacher will utilize the hundreds of titles available in the music library housed at MHS.</p> <p>Supplemental: YouTube, teacher created resources, various other online resources and videos</p>
Resources
<p>Suggested Resources and Activities Page</p>
Benchmark Assessments
<p>Benchmark assessments are given quarterly and focus on the main ideas and anchor standards of the course. Each semester will culminate in a public performance.</p>
<p><u>Modifications and Adaptations for Special Needs Learners</u> (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>

Unit 1 Overview
Unit Title: Introduction to Wind Ensemble Band
<p>Unit Summary:</p> <p>This unit will introduce the basics of the Wind Ensemble student experience. Students will learn Advanced rhythm reading, ensemble rehearsal skills, Band room upkeep, basic instrument maintenance, proper posture and the advanced techniques of breath control. Students will be exposed to the advanced forms of sight reading and will be expected to maintain a good, characteristic tone at all times. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of band repertoire and lesson books. Small group lessons will occur on a pull out, rotating basis.</p>
Suggested Pacing: ongoing
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> Why does proper rhythmic interpretation aide in an ensemble performance? Does a variety of rhythm add to the intensity of a piece? How does maintaining an instrument help the quality of an ensemble? How can the band student keep an instrument in good working order? What does the conductor expect of me? What can I expect from the conductor? How can I create a great sound? How do I improve my tone quality? Why is good posture important? How does great breath control improve my sound?

- How can I improve my sight reading skills?
- Why is a clean and orderly Band room important?

Unit Enduring Understandings:

- Mathematical subdivisions and equivalencies of the various musical rhythmic notations must be understood in order to perform music literature correctly.
- The performer should subdivide the beat to the shortest duration of the piece being played.
- An instrument in good working order will play better, last longer and require less costly repairs over the long haul. Each student will learn how to lubricate, clean, sanitize and troubleshoot basic issues within each instrument family
- The conductor expects that each student will be attentive, come prepared with a pencil, music, and an instrument in working order. Students should practice regularly in order to be prepared for the day's rehearsal. Students should listen and respond to verbal and nonverbal cues given out by the conductor.
- The student can expect the Conductor to listen intently to the students' questions, understand and study the score, and be constantly working towards individual and ensemble student achievement.
- Students can create a great sound, and improve tone quality by having a high quality working instrument. The student must understand how the parts of the instrument relate to each other. The key to a great sound is perfect technique. Good hand position, proper grip, great breath support, and an understanding of how a good player sounds, all contribute to an improvement in sound and an overall solid understanding of good tone quality.
- A clean and orderly working environment contributes to a professional attitude, where a student can feel safe, equipment is taken care of and the group can focus on creating quality music.
- Sight reading is a skill, not a talent. It can be learned through constant repetition and reinforcement of basic musicianship techniques. Learning basic scales, rhythmic patterns, dynamics, time signature patterns, identifying potential rhythmic issues can all help to lead to sight reading success.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Honors instrumental assessment (repertoire choice, memorized major scales, set up ongoing monthly meetings to chart progress)
- 1st marking period performance assessment

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Understand advanced rhythmic notation, how to keep a steady pulse while using the concept of subdivision.	Content: Advanced Lesson Book Advanced Rhythm examples Wind Ensemble Repertoire Sight Reading Factory exercises	Lesson Book progress Teacher assessment Peer assessment Smart music assignments	1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance,	Ongoing

	<p>Skills</p> <p>Keeping a steady beat</p> <p>Using a metronome'</p> <p>Performing whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes/rests</p> <p>Syncopation</p> <p>Hemiola application and understanding</p> <p>Advanced counting techniques</p>		<p>and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	
<p>Sight read in lesson books during lessons and Advanced Wind Ensemble music in an ensemble setting.</p>	<p>Content:</p> <p>Style,</p> <p>Tempo,</p> <p>Rhythm,</p> <p>Breath Control</p> <p>Characteristic Sound,</p> <p>Dynamics,</p> <p>Articulation,</p> <p>Key signature,</p> <p>Meter signature,</p> <p>Major scales (12 for WE 12 Major Scales Memorized and 4 Natural Minor Scales for Honors WE),</p> <p>Skills:</p> <p>Balance and blend</p> <p>Rhythm,</p> <p>Listening,</p> <p>Intonation,</p> <p>Sight-reading</p> <p>proper posture</p> <p>Following a conductor</p>	<p>Teacher feedback</p> <p>Smart Music assessment</p> <p>Peer assessment</p>	<p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency.</p> <p>Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	
<p>Choose and review final project (H)</p>	<p>Content:</p> <p>Digital performance portfolio,</p> <p>3-5 page research paper on an approved musical topic</p> <p>Composition/arrangement for band, or</p> <p>Perform solo/concerto with band accompaniment.</p> <p>Skills:</p> <p>Critique</p> <p>Research</p> <p>Music technology</p> <p>Composing/arranging</p> <p>Instrumental Performance</p>	<p>Teacher Review</p> <p>Student discussion</p>	<p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions.</p> <p>Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era.</p>	

			<p>Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
Follow a conductor in an ensemble setting	<p>Content Lesson book conducting patterns Watching famous conductors and their patterns (youtube, DVD)</p> <p>Skills Conducting patterns in simple and compound meter. Applying and watching the conductor to lesson books and ensemble music</p>	<p>Teacher assessment Lesson book progress Peer conducting groups</p>	<p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	

Unit 2 Overview	
Unit Title: Winter Concert Preparation and Performance	
Unit Summary:	

This unit will prepare the student for the public performance experience. Students will refine rhythmic reading, create a solid foundation for advanced tone quality, apply an advanced understanding of blend and balance, an advanced understanding of repertoire reading, and the importance of good air support and proper posture. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of Band repertoire and lesson books. Small group lessons will occur in a pull out rotating basis. Honors students will demonstrate progress of their final project on a monthly basis and complete a lesson assessment.

Suggested Pacing: Ongoing

Learning Targets

Unit Essential Questions:

- How can I improve my individual performance?
- How does my individual performance affect the group's performance?
- How can I contribute to proper balance and blend within the Band?
- How can I approach band like a professional player?
- How does great breath control and good posture contribute to a better public performance?

Unit Enduring Understandings:

- Individual practice is the key to making a student's individual performance the best it can be.
- The more precise an individual can be when it comes to dynamics, correct rhythms, following key changes and tempo shifts, balance and blend, and great tone quality, the better the overall group will sound.
- Balance and blend is achieved if an individual is listening to himself, his section and the entire ensemble. If all those areas are consistently being addressed, the individual can really improve balance and blend.
- Great posture not only improves the sound of your instrument, but it is visually appealing. An audience will respond differently when they see a group sitting in a professional manner. For wind instruments, great breath control can really help with the endurance needed for a public performance, and contribute to proper intonation.
- Professionals show up early, prepared and try to the best of their ability to be successful. As a student, practicing to play to the best of your ability and approaching each practice like it is the last, is the best way to show that you are moving towards professional practices.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Honors instrumental assessment (performance evaluation to check on progress)
- Performance in Winter Concert

Alternative Assessment: Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Rehearse and perform Wind Ensemble music at a higher level while preparing for a performance.	<p>Content: Blend, Attacks, Balance, Releases, Listening, Dynamics, Intonation, Expression, Tone production, Subdividing rhythms, Rehearsal procedures, Following a conductor</p> <p>Skills: Expression, Reaching correct tempo Refining articulation, Increasing/decreasing dynamics, Following style intended by composer, Tuning chords, melodic lines and all harmony, Following conducting gestures more closely</p>	<p>Teacher feedback</p> <p>Smart music assessments</p> <p>Record the band and have student do an instant critique.</p>	<p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	Ongoing
Sight read and perform advanced Wind Ensemble music in an ensemble setting.	<p>Content: Style, Tempo, Rhythm, posture Tonality, Dynamics, Articulation, Key signature, Meter signature, Breath Control, 12 major scales Memorized (WE) 12 Major scales Memorized 6 Minor Scales (H)</p> <p>Skills: Posture Rhythm, Listening, Following a conductor Sight-reading,</p>	<p>Teacher feedback</p> <p>smart music assessments</p> <p>Peer feedback</p> <p>Ensemble recording feedback</p>	<p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	Ongoing

Perform during lesson assessment (WE and H). Demonstrate progress of final project. (H)	<p>Content: Digital performance portfolio (WE and H) Smartmusic (WE and H), 3-5 page research paper on an approved musical topic(H) Composition/arrangement for band, or Perform solo/concerto with Band accompaniment. (H)</p> <p>Skills: Critique Research Music technology Composing/arranging Instrumental Performance</p>	<p>Teacher feedback</p> <p>Monthly progress checklist and reflection.</p>	<p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	Ongoing
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Unit 3 Overview

Unit Title: Advanced Wind Ensemble Techniques

Unit Summary:

This unit provides the opportunity to sight-read, rehearse and perform level 5 and higher Wind Ensemble literature while building on the development of the ensemble. The students will continue to develop technique and to develop a more advanced Wind Symphony tone. The students will prepare for a lesson assessment/audition during lessons. Honors students will continue to work on their final project and demonstrate progress on a monthly basis and complete a lesson assessment.

Suggested Pacing: ongoing

Learning Targets

Unit Essential Questions:

- How can I take lessons learned from the first part of the year and use that knowledge to progress even further in this unit?
- How can I further improve my balance and blend?
- Is posture still important?
- (H) How can I make sure my final project and timelines are realistic?
- How can I prepare for my Wind Ensemble Audition?
- What can I do to make the most of my practice time?

Unit Enduring Understandings:

- The experience and feedback from the winter concert can help you to practice smarter, now that you know what is expected of your performance.
- Balance and blend is a lifelong pursuit that you can always improve upon.
- Posture is more important now than ever before. As the level of music increases, it becomes more important and essential that the basics of music are followed for success.
- To make the most of your Wind Ensemble audition, you have to maximize your practice time. Be diligent about your practice, paying attention to the details of music.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Public and/or school performance
- Honors instrumental assessment
- Lesson assessment

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
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Rehearse and perform top levels of music from various styles including Baroque, Classical, Romantic, 20th Century and/or Contemporary.	<p>Content: Style, Tempo, Rhythm, Tonality, Dynamics, Articulation, Key signature, Meter signature, articulation, 12 Major scales Memorized 3 Minor Scales (WE) 12 major scales Memorized 9 minor scales (H)</p> <p>Skills: Rhythm, Listening, Sight-reading, posture/breath support Following a conductor</p>	<p>Lesson Book progress Teacher assessment Peer assessment Smart music assignments</p>	<p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p>	Ongoing
Sight read in lesson books during lessons and Advanced Wind Ensemble music in an ensemble setting.	<p>Content: Style, Tempo, Rhythm, Breath Control Characteristic Sound, Dynamics, Articulation, Key signature, Meter signature, Major scales (12 for WE 12 for Honors WE), Minor Scales (6 for WE 9 for Honors WE) Skills: Balance and blend Rhythm, Listening, Intonation, Sight-reading proper posture Following a conductor</p>	<p>Teacher feedback Smart Music assessment Peer assessment</p>	<p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	Ongoing
Demonstrate progress of final project. (H)	<p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Critique Research Music technology</p>	<p>Teacher feedback Monthly progress checklist and reflection.</p>	<p>NJSLS: Visual & Performing Arts</p> <p>1.1.12.B.1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and</p>	Ongoing

	Composing/arranging Instrumental Performance		<p>replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	
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Unit 4 Overview	
Unit Title: Spring Performance Preparation and Performance	
<p>Unit Summary:</p> <p>This unit will prepare the student for the public performance experience. Students will refine rhythmic reading, create a solid foundation for exemplary tone quality, apply an advanced understanding of blend and balance, provide advanced repertoire reading, and reinforce the importance of good air support and proper posture. Students will explore varied time signatures, chord structures, and melodic phrasing through the study of advanced Band repertoire and lesson books. Honors students will continue to work on their final project and demonstrate progress on a monthly basis and complete their project for review.</p>	

Suggested Pacing: ongoing

Learning Targets

Unit Essential Questions:

- How have I improved since the beginning of the year?
- How has my section improved and the overall Band improved since the beginning of the year?
- How can we better prepare for concerts, public performances and music festivals?
- What can I do over the summer months to continue my music education?
- Do I perform like a professional musician?

Unit Enduring Understandings:

- When reflecting on my progress from the beginning of the year, I have made small but substantial improvements
- The band has been able to play very advanced literature during the second part of the year. This type of playing cannot be done without the high level of achievement the entire section has developed throughout the course of the school year.
- Individual preparation is key to preparing for concerts. We are trying to minimize the chance of any mistakes happening, and get the best sound possible. The most progress you can make on your instrument is work done at home.
- Summer practice is essential. Over the summer, keep playing a minimum of 2 hours a week. Try and keep some sort of lessons going to keep both your brain and body challenged during the non-performance months.
- Professionals do everything in their power to maximize the performance. Smart practice often is the best way to maximize your potential.

Evidence of Learning

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher.

Summative Assessments:

- Band rehearsal critiques
- Honors instrumental final presentation
- Spring Concert, festival and/or public performance

Alternative Assessment: Students will write an essay on one of the composers from a piece studied, as well as record themselves performing the concert pieces and upload the recording to Google classroom or another digital platform.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
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Rehearse and perform more challenging music while achieving a higher level of performance.	<p>Content: Style, Tempo, Rhythm, Tonality, Dynamics, Articulation, Key signature, Meter signature, articulation, 12 Major scales Memorized (WE and Honors WE) 9 Minor Scales (WE) 12 Minor Scales memorized (Honors WE)</p> <p>Skills: Rhythm, Listening, Sight-reading, posture/breath support Following a conductor</p>	<p>Lesson Book progress Teacher assessment Peer assessment Smart music assignments</p>	<p>1.1.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP6. Demonstrate creativity and innovation.</p>	Ongoing
Sight read in lesson books during lessons and advanced Wind Ensemble music in an ensemble setting.	<p>Content: Style, Tempo, Rhythm, Breath Control Characteristic Sound, Dynamics, Articulation, Key signature, Meter signature, Major scales (4 for CB 6 for Honors CB),</p> <p>Skills: Balance and blend Rhythm, Listening, Intonation, Sight-reading proper posture Following a conductor</p>	<p>Teacher feedback Smart Music assessment Peer assessment</p>	<p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	Ongoing
Perform during lesson assessment. (H)	<p>Content: Scales, Arpeggios, Solos and/ or Band excerpts</p> <p>Skills: Tone, Rhythm, Facility, Intonation, Musicianship,</p>	<p>Teacher feedback</p> <p>Student critique of <i>iphone</i> or <i>digital music recorder</i> as per rubric.</p> <p>Honors lesson assessment rubric</p>	<p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p>	

	Note accuracy			
Complete final project. (H)	<p>Content: Digital performance portfolio, 3-5 page research paper on an orchestral or historical topic, Composition/arrangement for strings, or Perform solo/concerto with orchestral accompaniment.</p> <p>Skills: Critique Writing Research Music technology Composing/arranging Instrumental Performance</p>	<p>Teacher feedback</p> <p>Digital Performance portfolio rubric</p> <p>Research paper rubric</p> <p>Composition/arrangement rubric</p> <p>Self- critique of recordings iphone or digital music recorder.</p>	<p>1.1.12.B.2 Musical Proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences of varying traditions. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Technical accuracy, musicality and stylistic considerations vary according to genre, culture and historical era. Analyze compositions from different world cultures, and genres with respect to technique, musicality and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>1.3.12.B.2 The ability to read and interpret music impacts musical fluency. Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.3 Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</p> <p>NJSLS: Technology</p> <p>8.1.12.A.1 Understand and use technological systems. Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP4. Communicate clearly and effectively and with reason</p> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.</p>	

