

**CURRICULUM**

**FOR**

**MARCHING BAND**

**GRADES 9-12**

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and  
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Marching Band**  
**Grades 9-12**

Date of Board Adoption:  
**October 28, 2020**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Marching Band: Grades 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Rhythm and Meter	8 weeks
2	Tone and Intonation	8 weeks
3	Technique	8 weeks
4	Musicianship and Expression	8 weeks
5	Marching and Maneuvering	8 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> <li>● Give directions in small, distinct steps.</li> </ul>

<ul style="list-style-type: none"> <li>● Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow copying from paper/book.</li> <li>● Give student a copy of the class notes.</li> <li>● Provide written and oral instructions.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Shorten assignments.</li> <li>● Read directions aloud to student.</li> <li>● Give oral clues or prompts.</li> <li>● Record or type assignments.</li> <li>● Adapt worksheets/packets.</li> <li>● Create alternate assignments.</li> <li>● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>● Allow student to resubmit assignments.</li> <li>● Use small group instruction.</li> <li>● Simplify language.</li> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Demonstrate concepts possibly through the use of visuals.</li> <li>● Use manipulatives.</li> <li>● Emphasize critical information by highlighting it for the student.</li> <li>● Use graphic organizers.</li> <li>● Pre-teach or pre-view vocabulary.</li> <li>● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>● Provide audio versions of the textbooks.</li> <li>● Highlight textbooks/study guides.</li> <li>● Use supplementary materials.</li> <li>● Give assistance in note taking</li> <li>● Use adapted/modified textbooks.</li> <li>● Allow use of computer/word processor.</li> <li>● Allow student to answer orally, give extended time (time-and-a-half).</li> <li>● Allow tests to be given in a separate location (with the ESL teacher).</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Read question to student to clarify.</li> <li>● Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>● Modify the format of assessments.</li> <li>● Shorten test length or require only selected test items.</li> <li>● Create alternative assessments.</li> <li>● On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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## *UNIT 1*

**Content Area:** Marching Band

**Unit Title:** Rhythm

**Target Course/Grade Level:** 9-12

**Unit Summary:** Rhythm is the most basic element of music. Meter, in conjunction with rhythm, provides both performer and listener with structure and character, allowing for the essential organization that separates music from noise. This unit engages students in the foundations of counting and subdivision, understanding the hierarchy of notes and rests, feeling steady beat in the body, demonstrating both macro and micro beats in marching, reading/interpreting written rhythms, learning to value rests as a part of the musical phrase, and understanding rhythm in relationship to various meters and musical styles. Students will utilize the Eastman Counting System to count and subdivide rhythms. Students will experience rhythm in a variety of ways, including but not limited to listening, counting aloud, marching, and performing on their instruments.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the Marching Band experience.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12int.Cr2a.** Select and develop draft melodies, rhythmic passages that demonstrate understanding of characteristic(s) of music or text studied in rehearsal.
- 1.3C12int.Cr3b.** Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a.** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b.** Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

- 1.3C.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
- 1.3D.12int.Pr5a.** Apply teacher of student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
- 1.3D.12prof.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns, while demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12int.Re7b.** Explain the influence of experiences and contexts on interest in and the evaluation of a varied repertoire of music.
- 1.3D.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3.** Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10.** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1.** Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

### **Interdisciplinary Connections and Standards:**

#### **NJSLS for Mathematics:**

- A.** Reason quantitatively and use units to solve problems.
1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- A.** Interpret the structure of expressions
1. Interpret expressions that represent a quantity in terms of its context.
    - a. Interpret parts of an expression, such as terms, factors, and coefficients.
    - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.
  2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

- 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.

- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Unit Understandings:**

*Students will understand that...*

- Steady beat and pulse control are essential for performance.
- Rhythm is the most basic and essential element of music.
- A metronome is an essential device for developing tempo control.
- Accurate execution of rhythms is essential for proper performance of any music literature.
- Increased fluency of reading rhythms and rhythmic patterns is directly related to skill in sight reading.
- Counting is essential in musical performance and there is a systematic approach to subdivision.
- Music is a layered and cumulative experience with one concept building on the next.
- Meter is a mathematical concept that involves the regularly occurring patterns and accents that work together to organize music in time.
- Meter is interpreted; rhythms are counted/subdivided.
- Steady beat/pulse can be felt in the body and conveyed through body movement.

**Unit Essential Questions:**



- How does steady beat and pulse control (on an individual and ensemble level) help musical growth?
- How is using a metronome vital to a musician's development?
- How is rhythm reading fluency essential to proper performance?
- How does fluency of reading and recognizing rhythms and rhythmic patterns aid in better sight-reading?
- How is subdivision applied to counting and rhythm reading for more correct rhythmic execution?
- How do tempo & meter relate to conducting patterns and gestures?
- How do tempo and meter relate to marching and maneuvering?
- How does the interpretation of meter effect rhythm reading, subdividing and marching?

**Knowledge and Skills:**

*Students will know...*

- Tempo control through use of metronome, rehearsal experience, and marking time with the feet.
- Various uses and functions of a metronome.
- The mathematical correlation of rhythm and meter.
- An expanding vocabulary of rhythms and rhythmic patterns, building on what was taught in previous experience.
- A detailed, systemic approach to subdivision using the Eastman Counting System.
- The drum major's conducting patterns and gestures are directly related to tempo and meter.
- That meter is the way in which musicians interpret groups of rhythms and is often felt rather than counted.
- That marching and body movement relate to and are affected by tempo and meter.

*Students will be able to...*

- Perform with a steady beat individually and within an ensemble.
- Perform musical passages with rhythmic accuracy with and without a metronome.
- Demonstrate proficiency in the correct performance of rhythms at varied tempi.
- Sight read with growing rhythmic pattern accuracy.
- Execute given rhythms through oral, tactile, and visual performance while maintaining internal subdivision.
- Follow a drum major's pattern and gestures to perform accurately.
- Begin to discern appropriate metric interpretation based on the character of the music.
- Discern the steady beat and meter in performance on the field through listening to percussion.
- Move the feet/body in time with the steady beat and metric accuracy according to the drum major's conducting gestures and maintain focus on the overall performance.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

In lessons, ensemble rehearsals and performances students will:

- Perform with steady beat, rhythmic accuracy, and subdivision.
- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Demonstrate growth and accuracy through one-on-one unit assessment with teacher/section leader.

Formal assessments come in the form of competitions, where students receive verbal and written feedback/scores from adjudicators. This feedback/scores are then used to inform future rehearsals and improve performance.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Utilization of the Eastman Counting System on a regular basis in lessons and rehearsals.
- Use of rhythm-only exercises during regular daily warm-ups.
- Continued use of metronome using macro and micro beats.
- Strategies on internalization of tempo control with and without metronome reinforcement.
- Enunciation of rhythms out loud, without instrument, using the Eastman Counting System.
- Counting out loud while marching.
- Subdivision will be detailed on the white board for identification of more difficult rhythms.
- Continued review of simple meter and cut time.
- Student leader-led sectionals where counting/rhythm reading is modeled and reinforced.
- Sight-reading will be incorporated to reinforce rhythmic recognition.
- Continuous and cumulative listening.
- Selected repertoire is based on technical ability and will be challenging, yet attainable. Repertoire will represent a variety of meters, tempi, styles and genres.
- All RHS students who participate in Marching Band are required to be members of Concert Band or Wind Ensemble. As such, lessons and in-school rehearsals support the Marching Band experience.

## ***RESOURCES***

### **Teacher Resources:**

- Metronome online
- Music Library
- Various warm-up materials
- “Basics in Rhythm” by Garwood Whaley
- Instructional staff, including wind, percussion and color guard technicians
- Staff discussion and input
- Feedback from adjudicators

### **Equipment Needed:**

- Computer

- Metronome
- Sound System/long ranger
- Lined practice field

## *UNIT 2*

**Content Area:** Concert Band

**Unit Title:** Tone and Intonation

**Target Course/Grade Level:** 9-12

**Unit Summary:** Tone quality is the characteristic sound produced when a musical instrument is played with the proper breath support, posture or body carriage, and hand position. Independent of pitch and dynamic level, tone quality is unique to each instrument. Intonation refers to the ability to play in tune or in pitch with other instruments in the ensemble. Tone quality and intonation are not mutually exclusive; one struggles to play in tune without good tone quality, and the ability to listen and adjust one's pitch inherently affects the quality of the tone being produced. Listening and adjusting are skills that are taught, practiced, and improved over time. In this unit, students will begin to gain the skills and an understanding of how to listen and what to listen for, how to use and control their breathe and body respective of their instrument (especially while playing and moving at the same time), how to use resources such as electronic tuners and pitch producers, and strategies for improving their individual characteristic tone and ability to play in tune while standing still and while moving. The practice of listening and strategies for improving overall pitch are worked on in both small-group lessons and large ensemble rehearsals.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the Marching Band experience.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3C.12nov.Pr5a.** Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 1.3C.12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3D.12int.Pr5a.** Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenged and refine the performances.
- 1.3D.12prof.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal

accompaniments in a variety of patterns while demonstrating sensitivity to the audience and an understanding of the context.

**1.3D.12prof.Re8a.** Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, the setting of the text (when appropriate), and outside sources.

#### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.

**9.4.2.CT.3.** Use a variety of types of thinking to solve problems.

#### **Interdisciplinary Connections and Standards:**

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Unit Understandings:**

*Students will understand that...*

- A tuner is vital to a musician's consistently accurate tone and intonation.
- Tone production is a direct result of proper breath support (percussion: body carriage/stick control).
- Proper control and consistency of embouchure placement will result in improved intonation and tone quality. This is especially true when marching.
- Blend and balance are essential to ensemble performance.
- Continued aural skills/active listening positively impacts tone and intonation.
- Advanced manipulation of one's instrument aids in more accurate intonation.
- It is much more difficult to play with good tone, blend, and balance while marching, and listening skills are that much more crucial.
- An instrument's relative pitch is affected by temperature and humidity. Constant attention must be paid to adjusting and maintaining pitch when performing outside.

### **Unit Essential Questions:**

- What is high quality characteristic tone?
- How is the use of a tuner vital to a musician's development?
- How does proper breath support (percussion: body carriage/stick control) relate to tone production and intonation?
- How does body carriage affect breath support in the performance of wind instruments?
- How does proper embouchure relate to the production of high quality characteristic tone in the performance of wind instruments?
- How do blend and balance affect performance?
- How can aural skills impact tone and intonation?
- In what ways are instruments affected by temperature and humidity?
- How are tone quality, blend, and balance affected by playing while marching?

### **Knowledge and Skills:**

*Students will know...*

- The basic function and purpose of a tuner.
- That breath support (percussion: body carriage/stick control) directly affects tone production.
- The correct embouchure for good tone production on their instrument.
- That the embouchure can be manipulated to control pitch and tone.
- The concept of high quality characteristic tone quality.
- That aural skills and vocalization in ensemble rehearsals are directly related to the development of good intonation.
- That marching while playing makes forming and maintaining a proper embouchure more difficult.

- That breathing is made more difficult by the physical demands of marching due to increase of heart-rate, and therefore maintaining breathe support is more demanding as well.

*Students will be able to...*

- Tune their instruments using a tuner and aural skills with the aid of a teacher or section leader.
- Make progress towards consistent breath support, posture, and playing position while marching for achievement of good tone production.
- Produce mature tone quality, which is affected by marching.
- Match pitch and timbre with section and ensemble while marching, with the aid of a teacher or section leader.
- Vocalize unison pitches, intervals and chorales during ensemble rehearsal.
- Manipulate instrument for more accurate intonation with the aid of a teacher or section leader.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- Perform with continued awareness of proper breath control and individual tone while marching.
- Exhibit understanding through performance of long tones, scales and chorales.
- Exhibit use of tuner and aural skills within ensemble rehearsals and individual practice.
- Begin to be able to manipulate instrument as it relates to intonation.
- Critically evaluate through self-assessment, question and answer, listening and recording.
- Demonstrate growth and accuracy though one-on-one unit assessment with teacher.

Formal assessments come in the form of competitions, where students receive verbal and written feedback/scores from adjudicators. This feedback/scores are then used to inform future rehearsals and improve performance.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- All RHS students who participate in Marching Band are required to be members of Concert Band or Wind Ensemble. As such, lessons and in-school rehearsals support the Marching Band experience.
- Selected repertoire will be based on ability level and will be challenging yet attainable.
- Students will check and verify intonation with tuner using long tones.
- Students will vocalize unison pitches, intervals, and chorales during warm-ups.
- Students will model and practice correct embouchure when marching.
- Students will play warm-ups and performance music standing still and marking time.

- Teacher will engage students in continued discussion on instrument specific intonation tendencies, particularly with regard to temperature and humidity, and how to properly manipulate their instruments.
- Teacher will engage students in continued discussion on the techniques and qualities of good tone and pitch while marching.
- Teacher will demonstrate and engage students in experiences on how embouchure and air manipulations can change tone and pitch.
- Students will learn through listening how blend and balance impact tone and intonation.
- Use of *The Breathing Gym* and other resources will be included into the daily warm-up procedure and transferred into rehearsal practices.

## *RESOURCES*

### **Teacher Resources:**

- Tune-ups and Balance Builders
- Music is Cool Warm-ups
- Maximum Strength Warm-ups
- Sheridan, Patrick and Pilafian, Sam; *The Breathing Gym*
- Tuners and Tuner applications for iPhone, iPod Touch, and iPad users
- Recordings taken from various CD sources as well as YouTube and other online sources
- Instructional staff, including wind, percussion, and color guard technicians
- Staff discussion and input
- Feedback from adjudicators

### **Equipment Needed:**

- Computer
- Sound system/long ranger
- Electronic chromatic Tuners
- Various reeds, mouthpieces, and instrument maintenance supplies



## *UNIT 3*

**Content Area:** Concert Band

**Unit Title:** Technique

**Target Course/Grade Level:** 9-12

**Unit Summary:** Technique can be defined as those skills, unique to each instrument, which allow the player to develop comfort and facility in performance, and which, after years of serious study, allow advanced proficiency to be developed. In this unit, students engage in the specific skills required to perform on their respective instrument. Much of this learning is done in small-group sectionals and individual practice, then applied in the ensemble rehearsal towards the performance music. Students will engage in instrument-specific skill drills, etudes, and studies, which allow them to continually gain higher levels of mastery over their instrument. Much of the learning and developing of technique happen in small group or individual lessons; thus, small-group lesson instruction is essential to achievement in Marching Band. Students who attend Rahway High School are required to be enrolled in Concert Band or Wind Ensemble, and therefore have lessons, in order to participate in Marching Band.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the Marching Band experience.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3C12int.Pr4a.** Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using deed back from ensemble peers and other sources to refine performances.
- 1.3C.12.int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire if music representing diverse cultures and styles.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3D.12int. Pr5a.** Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine performances.
- 1.3D.12prof.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context.

**1.3D.12prof.Re7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis, and context to evaluate individual and small group musical selections for listening.

### **Career Readiness, Life Literacies, and Key Skills:**

**9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

**9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.

**9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.

**9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

**9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.

**9.4.2.CT.3.** Use a variety of types of thinking to solve problems.

### **Interdisciplinary Connections and Standards:**

**RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Unit Understandings:**

*Students will understand that...*

- Knowledge and developing proficiency of scales/rudiments correlate to repertoire.
- Correct posture and breathing is essential to any kind of musical performance.
- Hand placement on instrument directly affects dexterity.
- Varied articulation styles correlate to different compositional symbols.
- Music is a layered and cumulative experience where there is a direct causal relationship among concepts.
- Technical accuracy is necessary for achievement in expression and musicianship.
- Articulations and rhythms often go hand-in-hand; ignoring one makes achieving the other much more difficult.
- All technical demands are made more difficult by the added demand of marching while playing.

### **Unit Essential Questions:**

- How does the performance of scales improve the accuracy of performance?
- How does posture affect performance?
- In what ways does breathing affect performance?
- How do hand and finger placement on instrument affect facility?
- How do the identification and accurate performance of varied articulations affect performance?
- How does awareness of scalar and chromatic passages within repertoire increase accuracy of performance?
- In what ways can consistent technical accuracy contribute to more expressive performance?
- In what ways does marching while playing increase the technical demand of musicianship during performance?

### **Knowledge and Skills:**

*Students will know...*

- Major and scales up to 5 flats and 3 sharps/rudiments based on the literature and repertoire they are performing.

- Pentatonic and Blues Scales when applicable to the music.
- Correct body posture and breathing techniques.
- Correct hand placement and body carriage.
- Articulation symbols and techniques.
- That composers often use scalar passages and patterns and identifying them is important.
- That alternate fingerings can make learning a technical passage easier.

*Students will be able to...*

- Perform scales/rudiments with correct pitches and fingerings
- Demonstrate proper posture while playing.
- Further develop consistent breathing technique and breath capacity while marching.
- Demonstrate proper hand placement while playing.
- Perform varied articulations within different musical styles.
- Perform scalar and chromatic passages within repertoire with accuracy.
- Transfer skills acquired from technical studies to ensemble performance.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- Perform with proper posture, hand position, dexterity, and breath support and control.
- Exhibit development and increased proficiency through performance of scales, studies, etudes, and repertoire at varied tempi.
- Critically evaluate through self-assessment, question and answer, and listening.
- Demonstrate student growth and accuracy through one-on-one unit assessment with teacher/section-leader.

Formal assessments come in the form of competitions, where students receive verbal and written feedback/scores from adjudicators. This feedback/scores are then used to inform future rehearsals and improve performance.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Continuous and cumulative listening.
- Selected repertoire will be based on technical ability and be challenging, yet attainable.
- Proper playing position and posture are reinforced during rehearsals.
- Breathing techniques are continually expanded through varied exercises.
- Students will work on silent finger exercises within ensemble rehearsals while other sections are rehearsing.

- Technical studies and etudes will be practiced regularly in lessons and at home, and transfer will be made from such studies to applicable passages in the ensemble repertoire.
- Scales will be practiced using various articulations and rhythm patterns and at varying tempi.
- Use of various technical studies as part of the regular marching band warm-up time.
- Varied articulations, corresponding with ensemble literature will be practiced as part of regular lesson material and ensemble warm-ups.
- Students will be made aware of how the technical demands of the show are related to the show's theme, and the visual element of the performance will echo the technical element.

## *RESOURCES*

### **Teacher Resources:**

- Tune-ups and Balance Builders
- Music is Cool Warm-ups
- Maximum Strength Warm-ups
- Sheridan, Patrick and Pilafian, Sam; *The Breathing Gym*
- Tuners and Tuner applications for iPhone, iPod Touch, and iPad users
- Recordings taken from various CD sources as well as YouTube and other online sources
- Instructional staff, including wind, percussion and color guard technicians
- Staff discussion and input
- Feedback from adjudicators

### **Equipment Needed:**

- Music Library
- Computer
- CD recordings and YouTube
- Sound system/long ranger

## *UNIT 4*

**Content Area:** Concert Band

**Unit Title:** Expression and Musicianship

**Target Course/Grade Level:** 9-12

**Unit Summary:** Musicianship is the art of musical expression. Artistry in music, the ability of the performer to effectively and genuinely discern and convey the intentions of the composer, is the ultimate goal. The ability to express oneself artistically, an ability so prized and sought after, comes through continual immersion in the art, study and reflection, and an ability to make decisions and take risks. In this unit, students will be challenged to start gaining automaticity in their technique and allowing themselves to begin concentrating on the expressive elements of their performance. Marching Band shows generally have a theme, around which all performance elements are centered. Expressing the theme is a crucial component to a successful marching band performance. The concepts of articulation, dynamics, phrasing, and tempo become crucial to understanding and expressing the style and character of the music. Working together as an ensemble, together with the staff, students will be asked to form a collective and unified agreement on the interpretation and then determine how to express this interpretation in a homogenous way, taking into consideration the visual as well as the musical elements.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the Marching Band experience.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres.
- 1.3C.12prof.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
- 1.3C.12prof.Re8a.** Explain and support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
- 1.3C.12prof.Re9a.** Evaluate works and performances based on personally and collaboratively developed criteria, including analysis structure and context.
- 1.3B.12acc.Cn10a.** Demonstrate how interests knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12int.Pr5a.** Apply teacher or student-provided criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments selected for performance. Identify practice strategies to address performances challenges and refine the performance.
- 1.3D.12int.Pr6a.** Perform with expression and technical accuracy, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment in a variety of styles, while, demonstrating sensitivity to the audience and an understanding of the context.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12int.Re8a.** Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, the setting of the text (when appropriate), and varied researched sources.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12int.Cn10a.** Demonstrate understandings of relationships between music and the other arts, other disciplines, and varied contexts and daily life.

#### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems.

#### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

### **Unit Understandings:**

*Students will understand that...*

- Proper individual and ensemble warm-up routine impacts overall quality of performance.
- Discourse within rehearsal will benefit the ensemble.
- Music is a layered and cumulative experience with one concept building on the next.
- Music is constructed with elements including melody, harmony, phrases, texture and form.
- Dynamics, articulations, and phrasing all contribute to effectively expressing the music.
- Having an understanding of the theme of the show and how the various elements of performance are designed to convey that theme will enhance performance.
- Having a personal connection with the music makes for a more meaningful performance.

### **Unit Essential Questions:**



- How do the correct execution of articulations, dynamics, phrasing, and tempo aid in expression?
- How can discourse within an ensemble rehearsal aid in awareness and improvement of student performance?
- How do musical elements, including form, apply to performance?
- How can students critically evaluate their own performance?
- How do balance and blend affect overall performance?
- In what ways is music a form of expression?
- How can music be used to express ideas and emotions?
- How can musical elements be expressed visually and in what ways are the non-musical performance elements of the show part of the artistry of the performance?

**Knowledge and Skills:**

*Students will know...*

- Information about the show's theme and stylistic elements.
- Listening is essential to critical assessment and overall musical growth.
- Various sonorities can be created by the combination of various instruments.
- The importance of phrase connection as it relates to breath support.
- How articulations affect the style of music.
- How dynamic contrast affects the impact of the music.

*Students will be able to...*

- Evaluate performance individually and collectively using music terminology.
- Perform within their section and ensemble working to achieve balance and blend.
- Utilize proper breath support to execute connections between musical phrases with growing consistency.
- Recognize musical elements within the repertoire.
- Explain and demonstrate how articulations are related to style.
- Explain and demonstrate how dynamic contrast relates to phrasing and expression of ideas and emotional content.
- Visually demonstrate artistic and musical concepts with good marching technique and execution of visual elements of performance.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

In lessons, ensemble rehearsals and performances students will:

- Perform with increased understanding of musical elements and style.
- Exhibit increased awareness of correlation among musical elements as they relate to the overall performance.

- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Individually monitor student growth and accuracy through one-on-one unit assessment with teacher.

Formal assessments come in the form of competitions, where students receive verbal and written feedback/scores from adjudicators. This feedback/scores are then used to inform future rehearsals and improve performance.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Through listening, question and answer, and performance in sectionals and ensemble rehearsals, students will have a better understanding of repertoire.
- Phrase structure and form are discussed and reinforced.
- Teacher will question students throughout ensemble rehearsals to develop self-evaluation skills.
- Students will continue to utilize YouTube and other online sources to acquire musical examples and podcasts.
- Selected repertoire is based on technical ability and should be challenging yet attainable.
- Music will be applied to drill (marching and maneuvering) during on-field rehearsals, first in small chunks and then with increasing duration as the show is learned and mastered.
- Visual elements will be added as the show is learned and mastered.

## ***RESOURCES***

### **Teacher Resources:**

- The show's theme
- Instructional staff, including wind, percussion and color guard technicians
- Staff discussion and revision
- Feedback from adjudicators

### **Equipment Needed:**

- Computer
- Internet
- Sound system
- Music Library
- Supplemental materials; various sources

## UNIT 5

**Content Area:** Concert Band

**Unit Title:** Marching and maneuvering

**Target Course/Grade Level:** 9-12

**Unit Summary:** Having its roots in post-Civil War America, The Marching Arts have become a wholly American pastime, a source of pride for schools and communities, and a highly demanding and competitive performance arena. Marching Band combines the artistry of musical performance and visual performance, bringing a show theme alive in a multi-sensory way. A large part of the visual performance is the drill, or formations created by performers during the show. Moving from one place to another on the field, performers create pictures, represent ideas, and express elements of the theme. Marching is not walking. It is stylized and makes use of concepts from both military drill and dance. Students will engage in developing specific posture and body carriage, a stylized way to motivate the legs and place the feet, and an understanding of how breathing and breath support affect and are affected by movement. Students learn how to read drill sheets, follow ordered and specific instructions, learn specific vocabulary taken from football, dance, and military terminology, as well as gain an understanding of the respiratory and musculoskeletal systems of the body. Finally, students work as a unit to express an artistic idea through the combination of body movement and musical performance.

**Approximate Length of Unit:** 8 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the Marching Band experience.

## LEARNING TARGETS

### NJ Student Learning Standards:

- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr2a.** Select and draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from peers in the ensemble and other sources to refine performances.
- 1.3C.12prof.Pr6a.** Demonstrate attention to technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- 1.3C.12adv.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared or improvised performances.

- 1.3C.12acc.Re8a.** Support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.
- 1.3D.12int.Pr5a.** Apply teacher or student-provided criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments for performance. Identify practice strategies to address performance challenges and refine the performance.
- 1.3D.12int.Pr6a.** Perform with expression and technical accuracy, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniment selected for performance. Identify practice strategies to address performance challenges and refine performance.
- 1.3D.12prof.Pr7b.** Develop and apply teacher or student-provided criteria based on personal preference, analysis and context to evaluate individual and small group musical selections for listening.
- 1.3D.12prof.Re9a.** Compare passages in musical selections and explain how the elements of music and context inform the response.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3C.12int.Pr4b.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performance.
- 1.3C.12int.Pr4c.** Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared or improvised performance.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2.** Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems

### **Interdisciplinary Connections and Standards:**

- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**RI.11-12.10.** By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

**RH.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

#### **Unit Understandings:**

*Students will understand...*

- Definitions of football, military drill and dance terms as they apply to marching band performance.
- Marching is not walking.
- Specific body carriage and detailed placement of the feet are required for marching.

- The physical demands of marching affect and are affected by breath support and musicianship.
- The skills of good marching technique are learned, practiced, and improved with time.
- Knowledge and understanding of the body aids in developing good marching technique.
- Visual performance represents artistic ideas.
- Uniformity and consistency are hallmarks of good marching technique.

**Unit Essential Questions:**

- How does understanding music terminology directly affect performance?
- How does an understanding of the body aid in developing good marching technique?
- In what ways can visual performance represent or convey artistic ideas?
- Why is uniformity such an important concept in marching?
- How does marching affect breath support and vice versa?

**Knowledge and Skills:**

*Students will know...*

- Specific marching terminology.
- Specific marching techniques.
- How to read a drill sheet.
- The connection between visual and musical phrases.
- The artistic concept they are trying to represent.
- Where to look on the field for dressing, covering, and other visual guidance.
- How body carriage affects the visual performance.
- How to properly hold/manipulate their instrument/equipment while marching.
- What it means to be “in step.”
- How to find their “dot” on the field.
- When and how the marching technique changes.

*Students will be able to...*

- Perform with proper marching technique.
- Hold/manipulate their instrument/equipment properly while marching.
- March with proper technique and play their instrument/manipulate equipment at the same time.
- Visually represent artistic ideas.
- Maintain good tone quality, pitch, blend, and balance while marching with proper technique.
- Maintain tempo and play with technical accuracy while marching with proper technique.
- Align musical phrases with visual phrases using good breath support.
- Learn and remember drill and visual elements of the show.

***EVIDENCE OF LEARNING***

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

In lessons, ensemble rehearsals and performances students will:

- Define and interpret specific terms and symbols and apply to performance.
- Develop an awareness of correlation between football, dance, and military drill and apply to performance.
- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Peer-evaluate in sections with section leaders.
- Demonstrate growth and accuracy through one-on-one unit assessment with teacher.

Formal assessments come in the form of competitions, where students receive verbal and written feedback/scores from adjudicators. This feedback/scores are then used to inform future rehearsals and improve performance.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Terminology will be explained and defined in relation to the marching practice.
- Through question and answer, listening, and performing (alone and together), students will have a better understanding of terminology and how the visual performance represents the show’s theme.
- Teacher will question students throughout ensemble rehearsals to develop self-evaluation skills.
- Students will be asked to demonstrate learned skills alone and in sections.
- Students will have discourse with peers about the music being learned.
- Students will gain skill and improve performance through repetition and reflection.
- Marching technique will be taught separate from the music. A marching warm-up will happen prior to or following a music warm-up in which specific marching skills will be taught and practiced.
- Drill will be taught separate from music. Students will learn the drill without instruments/equipment, then instruments/equipment will be added without music/guard work, and music/guard work will finally be added once a certain level of comfort has been reached with the drill.
- Music and drill will be put together in small chunks and expanded with increasing duration as the show is learned and comfort is developed.
- Visual elements will be added as the show progresses.

## ***RESOURCES***

### **Teacher Resources:**

- The show’s theme
- The drill, with input from the drill designer
- A drill instructor and staff
- Staff discussion and revision

- Feedback from adjudicators

**Equipment Needed:**

- Lined practice field(s)
- Drill markers, field chalk or paint, yard line markers, measuring sticks/tape, student drill or “dot books.”
- A high vantage point, such as a roof top, ladder, scaffolding, or press box.
- Sound System/long ranger
- Various supplemental materials