CURRICULUM

FOR

CONCERT BAND

GRADES 9-12
This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Frank G. Mauriello, Interim Assistant Superintendent for Curriculum & Instruction
Raymond Candiloro, Supervisor of Fine, and Performing Arts

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

Miquel Bolivar
Meagen Spatz

Christine H. Salcito, Interim Superintendent of Schools

Subject/Course Title: Concert Band
Grades 9-12

Date of Board Adoptions: April 21, 2015
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Concert Band

Target Course/Grade Level: Beginner to Intermediate Skill Level/ 9-12

Unit Summary: Students receive a traditional concert/wind band experience that has two components. 1) A large ensemble rehearsal every day and 2) a weekly small group instrument lesson. The music chosen seeks to raise skill level and develop musicianship. Students engage in performance and basic music theory knowledge assessments, as well as daily summative assessment through aural observation.

Approximate Length of Unit: Full Year, 5.0 Credits

Primary interdisciplinary connections: History, Visual Art, Literature, Mathematics, Motor/Kinaesthetic Skills, and Technology

LEARNING TARGETS

Standards:

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating works of art in music.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.

Content Strand:

1.1 B Music

1.2 A History of the Arts & Culture

1.3 B Music

1.4 A & B Aesthetic Response and Critique Methodologies

CPI#

1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

21st Century Life and Career Skills:

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences
9.1.12.F.3 Defend the need for intellectual property rights, workers’ rights, and workplace safety regulations in the United States.
9.4.12.A.16 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A.17 Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.45 Employ leadership skills to accomplish goals and objectives.
9.4.12.A.46 Employ organizational skills to foster positive working relationships and accomplish organizational goals.

Unit Understandings

1.3.12.B.1 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.

1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

Unit Essential Questions

The students will...

- perform and understand varying levels of musical notation both in rehearsal and performance. Have I focus on producing accurate pitches with good tone? Do I have a firm understanding of technical and physical demand required to play my instrument? Do I understand the musical concepts of Western Music in their individual parts as they pertain to the piece and ensemble?
- develop the ability to synthesize opinions about music as well as performance. With my understanding of musical concepts, is the performance of high quality? Why or Why not? What evidence can you site in order to articulate both positive and negative aspects of a performance in a constructive manner?

Knowledge and Skills

- The elements of music- rhythm, pitch, melody, harmony, dynamics.
- Knowledge of available technology to enhance music making, effective practice, and listening.
- Knowledge of basic standard repertoire for their instrument.
- Technical and physical skills required to produce characteristic sound, dynamics, and technique.
The knowledge and skills learned in Concert Band are built cumulatively and individually with each performer. These are addressed from a full ensemble standpoint as well as during small group and/or individualized instrumental lessons. Every performer has a different depth of knowledge in each of the following sections depending on skill level, and all of these concepts are continuously reinforced. For this reason, we have broken down each content area into Beginner, Intermediate, and Advanced proficiency.

- **Sight Reading** - Reading music at sight, or for the first time, gives the performer a sense of the music, allowing them to go back and practice the music with more success. Rhythm, counting and subdividing, and steady beat are the first priorities in sight reading. Pitch accuracy is second in importance, followed by expression.
  
  **Beginner:** Focus on steady pulse and duration on short sections of level appropriate sight reading, approximately 16 measures long. Encourage student not to stop even when making mistakes.
  
  **Intermediate:** Focus on steady pulse and duration on longer sections (approximately 40-50 measures long) of level appropriate sight reading with greater note accuracy.
  
  **Advanced:** Focus on information outside of the staff including expression, articulation, and dynamics in level appropriate music. And advanced ensemble should be able to sight read an entire work.

- **Rhythm** - Applying a system of counting to music for the purpose of efficient learning and performance accuracy; subdividing larger rhythms for performance accuracy.
  
  **Beginner:** Counting eighth, quarter, half, & whole note & rest rhythms in common times. Using the Eastman counting system (i.e. One-and-two-and etc….) basic subdividing - counting eighth notes through whole and half note rhythms.
  
  **Intermediate:** Building on the Beginner fundamentals, adding dotted rhythms and basic compound meter (where a meter can be felt in two or more ways). Adding sixteenth notes and subdividing using both eighths and sixteenths. Easy tied and syncopated rhythms.
  
  **Advanced:** Continuing to build on the Intermediate rhythm skills, adding more difficult compound meter and multi-meter works, difficult syncopations, and super metric rhythms.

- **Dynamics** - Use of relative loudness and softness to enhance musical performance and make emotional content more evident; Use of breath control to perform dynamics.
  
  **Beginner:** Making a difference between Soft and Loud.
  
  **Intermediate:** Understanding that there is a range of dynamics from very soft to very loud and developing the ability to perform this range. Using crescendo and diminuendo.
  
  **Advanced:** Utilizing dynamics as a part of musical phrasing. Demonstrating nuance in shadings of dynamics for emotional content. The ability to execute subito (sudden) dynamics.

- **Practice** - Together with the teacher, designing strategies that will help the individual student practice more effectively; increasing musical independence.
  
  **Beginner:** Practicing for development of the muscles involved in playing. Repetition to develop muscle memory. Reinforcing basic music skills in between lessons. Average practice time should be 10-15 minutes a day.
  
  **Intermediate:** Needs more encouragement to practice regularly as development has hit a plateau and progress becomes slower. Working towards independence as a music learner and individual assessment skills emerge. Teacher provides ideas for strategies. Use of a metronome and tuner become invaluable. Average practice time should be 1-1½ hours per week.
  
  **Advanced:** As a more independent music learner, the student is better able to assess problem areas and identify ways to correct. Incorporates expression and phrasing into regular practice. Average practice time should be 2-3 hours per week.

- **Notation** - Gaining skills to better understand the written music worked on in class. Developing an interpretation for what the composer’s intent is for each piece. Utilizing notation to create or adapt music.
  
  **Beginner:** Learning to read music. - The visual understanding of what notes & rests look like on the staff, which clef corresponds to the instrument, and where the pitches are represented on the staff.
  
  **Intermediate:** Reading ledger lines if appropriate to the instrument, different key signatures, accidentals, “musical road maps” such as D.C. al Fine, etc…. Being able to write basic music notation when copying from a score or other written music.
Advanced: Understanding notation as a means of compositional intent; discovering ways to portray the composer’s intent through interpreting the notation. Being able to use written notation to convey individual musical ideas.

- **Air Support/Use in tone production** - Use of breathing exercises such as The Breathing Gym to build muscle and increase control of the muscles involved in breath support. Air in terms of tone quality and intonation. Air in terms of dynamics.
  
  Beginner: Using enough air to produce a characteristic tone on the instrument when playing in a comfortable range at a medium dynamic level. Characteristic sound will lack consistency.
  
  Intermediate: Using air to produce a consistently characteristic tone while expanding the pitch and dynamic range of the player. Understanding of how air speed and pressure contribute to tone and pitch.
  
  Advanced: Consistent use of breath control which contributes to characteristic tone quality and good relative pitch all the time. Manipulation of tone color with regard to mood or atmosphere of the music. The ability to contribute to ensemble blend and balance by adjusting pitch & dynamic level accordingly within the context of the ensemble.

- **Performance** - The skills involved in performing, both alone and with as part of an ensemble, including the logistics of getting on and off stage, performance attire, concert etiquette, and audience behavior. Dealing with stage fright.
  
  Beginner: Playing in front of lesson group only, with emphasis on developing confidence and learning to critique each other’s work in a constructive way.
  
  Intermediate: As members of a band ensemble, students perform an average of 4 concerts a year plus select other events throughout the school year. Students learn what appropriate concert dress is, how to present themselves on stage, and how to behave in an audience while a performance is happening.
  
  Advanced: An advanced performer is capable of performing complete solo works, could be designated as a section leader and expected to take on solos within the concert band.

- **Basic Theory** - The basic concepts of music notation. Gaining an elementary understanding of tonal harmony. There are no levels here, because all students, regardless of level learn the same material at the same time.

- **Expression/Musicianship** - Gaining the skills and the confidence to play with expressive musical line. Allowing for individual expression from the student in solo and chamber music performance.
  
  Beginner: Understanding full value in terms of note duration. Recognizing rests as part of the musical line.
  
  Intermediate: Beginning to understand the concept of phrasing, taking breaths appropriately within the course of the music line. Interpreting articulations and dynamics in a musical way that contributes to the character of the music.
  
  Advanced: Developing a sense of musical line; intentionally imposing direction within each phrase. Understanding the connection between articulation and phrasing.

- **Basic Care and Maintenance** - Routine Maintenance of the instrument to make sure the instrument is in proper working state. Cleaning of instrument and instrument parts for hygienic purposes. Maintaining all parts of the instrument including those that need to be replaced on a needs basis to be able to participate in both band and musical lessons. There are no levels here, because all students, regardless of level learn the same material at the same time.

- **Intonation** - Ear-training- aural understanding. Learning to hear whether your pitches are in tune with each other. Learning to hear whether your pitches are in tune with the ensemble around you.
  
  Beginner: Working to match pitch when playing unison notes with teacher. Student is able to hear that the pitch is not the same, but may not know whether it is sharp or flat and does not necessarily know how to fix it.
  
  Intermediate: Student recognizes that pitch is sharp or flat, and is beginning to develop the skills necessary to adjust. Understanding the correlation between air and embouchure in terms of pitch.
  
  Advanced: Student almost immediately recognizes pitch discrepancies across ensemble and section. Ability to adjust the pitch within the context of playing. Student is always aware of intonation and strives to maintain it at all times.
PERFORMANCES

The Rahway High School Bands will perform in a minimum of three (3) annual concerts:

- Winter Spectacular - early December
- All-District Bands - Mid April
- Spring Concert - Late May

Other concert opportunities may be included as needed by the program or for community service or competition.

EVIDENCE OF LEARNING

Assessment

The concert band student will be assessed using various performance and observational criteria. Necessary items include performance and lesson attendance, preparation for band and lessons with a working instrument and all its necessary items for music making. The students will also be practicing towards a mid-term exam and final exam comprised of a solo performance and written theory, which will assess the level of understanding that the students has in regards to their musical training. What is looked for in these assessments is not so much reaching a perfect score, rather the growth of a student’s knowledge/understanding of music which will lead to the growth as a performer and musician.

Learning Activities

A variety of strategies will be utilized in both rehearsal and instrument lessons, including, but not limited to the following:

- Lecture
- Modeling
- Listening exercises
- Visual (use of white board or handouts)
- Eastman counting system group exercises

Participation:

In order to be actively participating in band a student must have the following items:

- Pencil- sharpened and on stand.
- Music on stand with all the music needed for rehearsal in order.
- Instrument (in working order) - ready to go, oiled, greased, reeds, etc. 3 minutes after late bell.
- Positive attitude: Any disruptive behavior will result in lowering of participation grade.
- Lesson attendance: All students are required to go to their lesson groups. Each absence from a lesson will lower participation grade by 20 points.

Scale Assessments:

Students will...

- be assessed on their scales every month and at least twice per quarter. Students should be prepared to play scales to a metronome marking as prescribed by the director as well as accompanying arpeggios. All scales are to be played from memory and in required range as designated by your instrument. Students will also be given a cumulative scale test at the end of each semester that will be factored into placement/seating for the following year.
**Written Assessments:**

*Students will...*

- be given written assessments 1 per semester. Within these assessments, students will be responsible for the notes taken in class using basic theoretical, ensemble, and performance concepts as discussed in class.

**Music Presentation:**

*Students will...*

- pick a research topic of their choice and present on a musical figure they find interesting and/or influential. Students will have a written portion to include biography, significant contribution to music, and analysis of one piece by this composer.

**Performance Assessments:**

*Students will...*

- be required to prepare 2 solos as selected in their lessons. They are to perform them as a solo as part of their midterm and final examination grades. They will also serve as placement for seating/ensemble for the following year. The students will receive their solos in lessons and be asked to prepare them in for performance during the course of the year. These solos are to be performed for the class for critique and commentary by the directors and fellow students.

**Attendance to concerts:**

Concert attendance is mandatory. Students and parents will need to sign a contract that will commit both student and parent to concert dates. *Work, homework, need of transportation, sporting commitments, and club commitments are not excuses for missing any concerts.* As a musician, attendance is of the utmost to all rehearsals and concerts and all parts are important and must be present.

---

**RESOURCES**

**Teacher Resources:**


**Equipment Needed:**