



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
TECHNOLOGY DEPARTMENT CURRICULUM**

BAND

**Levels 1, 2, 3 & 4 and
Honors Levels 2, 3 & 4**

Grade Level: 9 -12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 27, 2025

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4

Course Description

The Freehold Regional High School District Band Program is a comprehensive, performance-based music course designed to develop and refine students' musical skills through participation in large and small ensemble experiences. Aligned with the New Jersey Student Learning Standards (NJSLS) for Visual and Performing Arts, this course emphasizes artistic expression, technical musicianship, and collaborative performance while fostering creativity, discipline, and cultural awareness. Students will perform a wide variety of musical styles and genres through structured rehearsal and live performance experiences in both school and community settings. The curriculum is organized into four major units, each offering unique performance opportunities and instructional focus.

Throughout the academic year, students in the Band Program engage in a dynamic sequence of rehearsals and live performances that build their technical skills, musical expression, and ensemble collaboration. The course begins with preparation and rehearsals in the summer prior to the start of the school year for required marching band and fall music ensemble performances, where students perform at school spirit events, football games, and community parades. These experiences emphasize ensemble coordination, visual and musical precision, and memorization techniques.

Student participation in after-school rehearsals and performances is required, as these are essential components of the course and critical to the ensemble's success. These activities also serve as real-world applications of the skills taught in class and provide students with opportunities to engage with their school and local community.

As the year progresses, students shift their focus to the Winter Concert repertoire, exploring a diverse range of concert literature. This unit emphasizes tone production, musical interpretation, and balance within the ensemble, refining students' ability to perform in formal concert settings. In the spring, students participate in adjudicated festivals and community concerts, where they perform for live audiences and receive professional feedback. These opportunities help develop critical listening, expressive performance techniques, and audience engagement skills.

The year concludes with a series of culminating events, including the Spring Concert, seasonal parades, graduation ceremonies, and early preparations for the next performance cycle. These final performances highlight the progress students have made and celebrate their contributions to the school and community.

In alignment with NJSLS-VPA, this course supports the following artistic processes:

- Creating: Students will explore improvisation and arrangement within ensemble settings.
- Performing: Emphasis on technical proficiency, expression, and collaborative musicianship.
- Responding: Critical listening and reflection are practiced through self- and peer-assessment and adjudicated feedback.
- Connecting: Students relate music to history, culture, and personal experience through varied repertoire and performance contexts.

*Honors Credit Available: Students enrolled in Band 2, Band 3, and Band 4 have the option to take the course for Honors credit, recognizing their dedication and advanced musicianship. To earn honors credit, students must meet the following curricula requirements:

- Fulfill honor-level curricular objectives
- Prepare for All Shore auditions

Course Sequence and Pacing		
Unit Title	Unit Sections	Suggested Pacing
Unit 1: Marching Band/Fall Music Ensemble Performances	Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading Section 2 Focus: Context: History, Social, Cultural Section 3 Focus: Repertoire/Rehearsal Section 4 Focus: Performance Section 5 Focus: Reflection/Self Assessment	1-20 Sessions
Unit 2: Winter Concert Performance	Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading Section 2 Focus: Context: History, Social, Cultural Section 3 Focus: Repertoire/Rehearsal Section 4 Focus: Performance Section 5 Focus: Reflection/Self Assessment	1-30 Sessions
Unit 3: Festivals and Community Performances	Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading Section 2 Focus: Context: History, Social, Cultural Section 3 Focus: Repertoire/Rehearsal Section 4 Focus: Performance Section 5 Focus: Reflection/Self Assessment	1-50 Sessions
Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation	Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading Section 2 Focus: Context: History, Social, Cultural Section 3 Focus: Repertoire/Rehearsal Section 4 Focus: Performance Section 5 Focus: Reflection/Self Assessment	1-20 Sessions
Support Resources		
Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course. • BAND Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections		

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4		1 Session
Unit 1: Marching Band/Fall Music Ensemble Performances		
Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading		
NJSLS-S Standards		
1.3C.12prof.Cr2a Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.		
1.3C.12acc.Cr2a Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.		
1.3C.12prof.Cr3b Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.		
1.3C.12acc.Cr3b Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.		
1.3C.12adv.Cr3b Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.		
1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		
1.3C.12acc.Pr4b Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.		
1.3C.12adv.Pr4b Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.		
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
BAND 1-1 [1]	1.3C.12prof.Cr2a Students will demonstrate characteristic(s) of music from a variety of historical periods studied in rehearsal through melodies, rhythmic passages and arrangements performed.	
BAND 1-1 [2]	1.3C.12acc.Cr2a Students will demonstrate characteristic(s) of music from a variety of cultures studied in rehearsal.arrangements, sections, and short compositions for specific purposes.	
BAND 1-1 [3]	Band 1 - Students perform scales up to 4 sharps/4 flats, one octave, quarter note followed by 6 eighth notes as defined by NJMEA	
BAND 1-1 [3]	Band 2 - Students perform scales up to 4 sharps/4 flats and chromatic, full range as defined by NJMEA	
BAND 1-1 [3]	Band 3 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, and memorized	
BAND 1-1 [3]	Band 4 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, and scale variations	
BAND H 1-1 [4]	Band 2-4 (H)- Students perform all scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, at quarter note equals 120bpm with appropriate scale variations	
BAND 1-1 [5]	1.3C.12prof.Cr3b Students will identify various purposes of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
BAND 1-1 [6]	1.3C.12acc.Cr3b Students will demonstrate the purpose of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
BAND 1-1 [7]	1.3C.12adv.Cr3b Students will show mastery of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
BAND 1-1 [8]	Band 1- Proficient: Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level.String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.	
BAND 1-1 [8]	Band 2- Accomplished: No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.	
BAND 1-1 [8]	Band 3- Accomplished: Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.	
BAND 1-1 [8]	Band 4- Advanced: Any meter and key is fair game for both orchestras and bands. Any limits will depend on player	

ability.	
BAND H 1-1 [9]	Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/
BAND 1-1 [10]	1.3C.12prof.Pr4b Students will recognize musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
BAND 1-1 [11]	1.3C.12acc.Pr4b Students will compare musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
BAND 1-1 [12]	1.3C.12adv.Pr4b Students will analyze and critique musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
BAND 1-1 [13]	Band 1 - Identify basic key signatures, recognize basic rhythms and meter, perform basic notation
BAND 1-1 [13]	Band 2 - Identify intermediate key signatures, intermediate rhythms and meter, perform intermediate notation and basic dynamics
BAND 1-1 [13]	Band 3 - Identify intermediate key signatures, advanced rhythms and meter, perform intermediate notation, intermediate basic dynamics and basic/intermediate articulation.
BAND 1-1 [13]	Band 4 - Identify advanced key signatures, advanced rhythms and meter, perform advanced notation, intermediate basic dynamics, and advanced articulation.
BAND H 1-1 [13]	Band 2-4 (H) - Student will perform advanced sightreading as described by industry professionals (e.g.: Sightreading Factory)

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4		2 Sessions
Unit 1: Marching Band/Fall Music Ensemble Performances		
Section 2 Focus: Context: History, Social, Cultural		
NJSL-S Standards		
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skills to connect with the audience.	
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skills to connect with the audience.	
1.3C.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
1.3C.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
1.3C.12prof.Pr4c	Students will demonstrate an understanding of the historical, social, and cultural context of a varied repertoire of fall music ensembles through both prepared and improvised performances.	
1.3C.12acc.Pr4c	Students will distinguish how the style, genre, and cultural context of fall music ensemble repertoire influence their preparation and performances, as well as the technical skills needed to connect with the audience effectively.	
1.3C.12adv.Pr4c	Students will analyze how the style, genre, and cultural context of fall music ensemble repertoire inform their technical performance skills and ability to connect with diverse audiences during prepared performances.	
1.3C.12prof.Cn11a	Students will identify on how their personal interests, knowledge, and skills shape their musical choices and intent when preparing, performing, and responding to fall performance music.	
1.3C.12acc.Cn11a	Students will explain how their understanding of historical and cultural knowledge impacts their personal choices and intent in creating, performing, and responding to music in the fall music ensemble setting.	
1.3C.12adv.Cn11a	Students will articulate how their personal interests, knowledge, and technical skills influence their creative and performance	

decisions while connecting with the cultural and historical context of fall music ensemble repertoire.
Band 1 - Basic Understanding (What). Identifying key events: Knowing the names, dates, and basic facts of historical events and cultural phenomena.
Band 2 - Contextual Understanding (Why, When, Where). Understanding the historical context: Recognizing the social, political, economic, and technological factors that influenced events.
Band 3 -Analytical Understanding (How, Significance). Evaluating different perspectives: Considering diverse interpretations of historical events and cultural phenomena.
Band 4 -Critical Understanding (Challenging Assumptions). Questioning historical narratives: Examining different perspectives and challenging dominant interpretations of the past.

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 1: Marching Band/Fall Music Ensemble Performances Section 3 Focus: Repertoire/Rehearsal		14 Sessions
NJSLS-S 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.12acc.Pr5a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.		
1.3C.12adv.Pr5a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in 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.		
1.3C.12acc.Pr6a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.		
1.3C.12adv.Pr6a Demonstrate an understanding and mastery of the 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.		
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
1.3C.12prof.Pr5a Students will recognize and implement rehearsal strategies to address expressive challenges in fall music ensemble repertoire and evaluate their effectiveness using feedback from ensemble peers and directors to refine their performances.		
1.3C.12acc.Pr5a Students will apply effective individual and ensemble rehearsal strategies to overcome technical and expressive challenges in the fall music ensemble repertoire, evaluating the success of these strategies through self-assessment and peer feedback.		
1.3C.12adv.Pr5a Students will refine advanced rehearsal strategies that address complex technical and expressive challenges in the fall music ensemble repertoire, enhancing the overall quality of individual and ensemble performances.		
1.3C.12prof.Pr6a Students will perform generally appropriate dynamics, correct notes, and accurate rhythms. (Perform up to 3 flats & 3 sharps)		
1.3C.12acc.Pr6a Students will consistently perform dynamics, correct notes, and accurate rhythms. (Perform up to 5 flats & 5 sharps)		
1.3C.12adv.Pr6a Student will master performance of dynamics, correct notes, and accurate rhythms (Perform up to 6 flats & 6 sharps)		
Band 1 - Proficient: Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level.String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.		
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.		
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.		

Band 4- *Advanced*: Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.

Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. <https://www.njmea.org/>

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4
Unit 1: Marching Band/Fall Music Ensemble Performances
Section 4 Focus: Performance

2 Sessions

NJSLS-S Standards

1.3C.12prof.Pr6b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

1.3C.12acc.Pr6b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

1.3C.12adv.Pr6b Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

1.3C.12prof.Re8a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

1.3C.12acc.Re8a Support interpretations of the expressive intent and meaning of 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.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3C.12acc.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3C.12adv.Cn10a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

1.3C.12prof.Pr6b

Perform expressive intent with an audience through prepared and improvised performances.

1.3C.12prof.Pr6b

Create intent as a means for connecting with an audience through prepared and improvised performances.

1.3C.12adv.Pr6b

Synthesize connections, engagements and responses to audiences through prepared and improvised performances.

1.3C.12prof.Re8a

Explain and perform interpretations of the expressive intent and meaning of musical works.

1.3C.12prof.Pr6b

Establish connections with an audience through prepared and improvised performances.

1.3C.12prof.Cn10a

Demonstrate musically informed personal choices when creating and performing music.

1.3C.12adv.Cn10a:

Objective: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

Band 1- *Proficient*: Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.

Band 2- *Accomplished*: No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.

Band 3- *Accomplished*: Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.

Band 4- *Advanced*: Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.

Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. <https://www.njmea.org/>

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 1: Marching Band/Fall Music Ensemble Performances Section 5 Focus: Reflection/Self Assessment		1 Session
NJSLS-S Standards		
1.3B.12prof.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.		
1.3B.12acc.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.		
1.3B.12adv.Pr6a Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.		
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
1.3B.12prof.Pr6a Review recorded performances of works (both personal and others') and analyze fundamentals (correct notes and rhythms at the correct time) in performance.		
1.3B.12prof.Pr6a Review and critique recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.		
1.3B.12adv.Pr6a Review and critique live and recorded performances of works (both personal and others' and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.		
Band 1 - Describe the experience as a performer.		
Band 2 - Analyze the experience(s) from different categories or perspectives based on the learning objective.		
Band 3 - Formulate conclusions on the experience based on prior knowledge. (Where do we go from here?)		
Band 4 - Articulate learning by developing a well-developed statement of learning, using four guiding questions as a guide. (How might our next rehearsal look/take shape?		
BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 2: Winter Concert Performance Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading		9 Sessions
NJSLS-S Standards		
1.3C.12prof.Cr2a Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.		
1.3C.12acc.Cr2a Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.		
1.3C.12prof.Cr3b Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.		
1.3C.12acc.Cr3b Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.		
1.3C.12adv.Cr3b Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.		
1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		
1.3C.12acc.Pr4b Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.		
1.3C.12adv.Pr4b Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.		
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
1.3C.12prof.Cr2a Students will demonstrate characteristic(s) of music from a variety of historical periods studied in rehearsal through melodies,		

rhythmic passages and arrangements performed.
1.3C.12acc.Cr2a Students will demonstrate characteristic(s) of music from a variety of cultures studied in rehearsal arrangements, sections, and short compositions for specific purposes.
Band 1 - Students perform scales up to 4 sharps/4 flats, one octave
Band 2 - Students perform scales up to 4 sharps/4 flats and chromatic, full range as defined by NJMEA
Band 3 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, and memorized
Band 4 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, and scale variations
Band 2-4 (H)- Students perform all scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, at quarter note equals 120bpm with appropriate scale variations
1.3C.12prof.Cr3b Students will identify various purposes of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
1.3C.12acc.Cr3b Students will demonstrate the purpose of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
1.3C.12adv.Cr3b Students will show mastery of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
Band 1- Proficient: Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- Accomplished: No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
1.3C.12prof.Pr4b Students will recognize musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
1.3C.12acc.Pr4b Students will compare musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
1.3C.12adv.Pr4b Students will analyze and critique musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
Band 1 - Identify basic key signatures, recognize basic rhythms and meter, perform basic notation
Band 2 - Identify intermediate key signatures, intermediate rhythms and meter, perform intermediate notation and basic dynamics
Band 3 - Identify intermediate key signatures, advanced rhythms and meter, perform intermediate notation, intermediate basic dynamics and basic/intermediate articulation.
Band 4 - Identify advanced key signatures, advanced rhythms and meter, perform advanced notation, intermediate basic dynamics, and advanced articulation.
Band 2-4 (H) - Student will perform advanced sightreading as described by industry professionals (e.g.: Sightreading Factory)

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4	2 Sessions
Unit 2: Winter Concert Performance	
Section 2 Focus: Context: History, Social, Cultural	
NJSLS-S Standards	
1.3C.12prof.Pr4c Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
1.3C.12acc.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12adv.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

1.3C.12acc.Cn11a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3C.12adv.Cn11a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
1.3C.12prof.Pr4c Students will demonstrate an understanding of the historical, social, and cultural context of a varied repertoire of fall music ensembles through both prepared and improvised performances.
1.3C.12acc.Pr4c Students will distinguish how the style, genre, and cultural context of fall music ensemble repertoire influence their preparation and performances, as well as the technical skills needed to connect with the audience effectively.
1.3C.12adv.Pr4c Students will analyze how the style, genre, and cultural context of fall music ensemble repertoire inform their technical performance skills and ability to connect with diverse audiences during prepared performances.
1.3C.12prof.Cn11a Students will identify on how their personal interests, knowledge, and skills shape their musical choices and intent when preparing, performing, and responding to fall performance music.
1.3C.12acc.Cn11a Students will explain how their understanding of historical and cultural knowledge impacts their personal choices and intent in creating, performing, and responding to music in the fall music ensemble setting.
1.3C.12adv.Cn11a Students will articulate how their personal interests, knowledge, and technical skills influence their creative and performance decisions while connecting with the cultural and historical context of fall music ensemble repertoire.
Band 1 - Basic Understanding (What). Identifying key events: Knowing the names, dates, and basic facts of historical events and cultural phenomena.
Band 2 - Contextual Understanding (Why, When, Where). Understanding the historical context: Recognizing the social, political, economic, and technological factors that influenced events.
Band 3 -Analytical Understanding (How, Significance). Evaluating different perspectives: Considering diverse interpretations of historical events and cultural phenomena.
Band 4 -Critical Understanding (Challenging Assumptions). Questioning historical narratives: Examining different perspectives and challenging dominant interpretations of the past.

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 2: Winter Concert Performance Section 3 Focus: Repertoire/Rehearsal	14 Sessions
NJSLS-S 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.12acc.Pr5a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	
1.3C.12adv.Pr5a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in 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.	
1.3C.12acc.Pr6a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	
1.3C.12adv.Pr6a Demonstrate an understanding and mastery of the 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.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr5a	

Students will recognize and implement rehearsal strategies to address expressive challenges in fall music ensemble repertoire and evaluate their effectiveness using feedback from ensemble peers and directors to refine their performances.
1.3C.12acc.Pr5a Students will apply effective individual and ensemble rehearsal strategies to overcome technical and expressive challenges in the fall music ensemble repertoire, evaluating the success of these strategies through self-assessment and peer feedback.
1.3C.12adv.Pr5a Students will refine advanced rehearsal strategies that address complex technical and expressive challenges in the fall music ensemble repertoire, enhancing the overall quality of individual and ensemble performances.
1.3C.12prof.Pr6a Students will perform generally appropriate dynamics, correct notes, and accurate rhythms. (Perform up to 3 flats & 3 sharps)
1.3C.12acc.Pr6a Students will consistently perform dynamics, correct notes, and accurate rhythms. (Perform up to 5 flats & 5 sharps)
1.3C.12adv.Pr6a Student will master performance of dynamics, correct notes, and accurate rhythms (Perform up to 6 flats & 6 sharps)
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 2: Winter Concert Performance Section 4 Focus: Performance	3 Sessions
NJSLS-S Standards	
1.3C.12prof.Pr6b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
1.3C.12acc.Pr6b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	
1.3C.12adv.Pr6b Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.	
1.3C.12prof.Re8a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.	
1.3C.12acc.Re8a Support interpretations of the expressive intent and meaning of 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.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12acc.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12adv.Cn10a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr6b Perform expressive intent with an audience through prepared and improvised performances.	
1.3C.12prof.Pr6b Create intent as a means for connecting with an audience through prepared and improvised performances.	
1.3C.12adv.Pr6b	

<i>Synthesize connections, engagements and responses to audiences through prepared and improvised performances.</i>
1.3C.12prof.Re8a Explain and perform interpretations of the expressive intent and meaning of musical works.
1.3C.12prof.Pr6b Establish connections with an audience through prepared and improvised performances.
1.3C.12prof.Cn10a Demonstrate musically informed personal choices when creating and performing music.
1.3C.12adv.Cn10a: Objective: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 2: Winter Concert Performance Section 5 Focus: Reflection/Self Assessment	2 Sessions
NJSLS-S Standards	
1.3B.12prof.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	
1.3B.12acc.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3B.12prof.Pr6a Review recorded performances of works (both personal and others') and analyze fundamentals (correct notes and rhythms at the correct time) in performance.	
1.3B.12prof.Pr6a Review and critique recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Review and critique live and recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Band 1 - Describe the experience as a performer.	
Band 2 - Analyze the experience(s) from different categories or perspectives based on the learning objective.	
Band 3- Formulate conclusions on the experience based on prior knowledge. (Where do we go from here?)	
Band 4- Articulate learning by developing a well-developed statement of learning, using four guiding questions as a guide. (How might our next rehearsal look/take shape?)	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 3: Festivals and Community Performances Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading	5 Sessions
NJSLS-S Standards	
1.3C.12prof.Cr2a Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	
1.3C.12acc.Cr2a Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	
1.3C.12prof.Cr3b Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	
1.3C.12acc.Cr3b Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.	
1.3C.12adv.Cr3b Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.	
1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	
1.3C.12acc.Pr4b Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.	
1.3C.12adv.Pr4b Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Cr2a Students will demonstrate characteristic(s) of music from a variety of historical periods studied in rehearsal through melodies, rhythmic passages and arrangements performed.	
1.3C.12acc.Cr2a Students will demonstrate characteristic(s) of music from a variety of cultures studied in rehearsal. arrangements, sections, and short compositions for specific purposes.	
Band 1 - Students perform scales up to 4 sharps/4 flats, one octave	
Band 2 - Students perform scales up to 4 sharps/4 flats and chromatic, full range as defined by NJMEA	
Band 3 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, and memorized	
Band 4 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, and scale variations	
Band 2-4 (H)- Students perform all scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, at quarter note equals 120bpm with appropriate scale variations	
1.3C.12prof.Cr3b Students will identify various purposes of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
1.3C.12acc.Cr3b Students will demonstrate the purpose of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
1.3C.12adv.Cr3b Students will show mastery of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).	
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.	
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.	
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.	
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.	
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 3: Festivals and Community Performances Section 2 Focus: Context: History, Social, Cultural	3 Sessions
NJSLS-S Standards	
1.3C.12prof.Pr4c Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
1.3C.12acc.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12adv.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
1.3C.12acc.Cn11a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12adv.Cn11a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr4c Students will demonstrate an understanding of the historical, social, and cultural context of a varied repertoire of fall music ensembles through both prepared and improvised performances.	
1.3C.12acc.Pr4c Students will distinguish how the style, genre, and cultural context of fall music ensemble repertoire influence their preparation and performances, as well as the technical skills needed to connect with the audience effectively.	
1.3C.12adv.Pr4c Students will analyze how the style, genre, and cultural context of fall music ensemble repertoire inform their technical performance skills and ability to connect with diverse audiences during prepared performances.	
1.3C.12prof.Cn11a Students will identify on how their personal interests, knowledge, and skills shape their musical choices and intent when preparing, performing, and responding to fall performance music.	
1.3C.12acc.Cn11a Students will explain how their understanding of historical and cultural knowledge impacts their personal choices and intent in creating, performing, and responding to music in the fall music ensemble setting.	
1.3C.12adv.Cn11a Students will articulate how their personal interests, knowledge, and technical skills influence their creative and performance decisions while connecting with the cultural and historical context of fall music ensemble repertoire.	
Band 1 - Basic Understanding (What). Identifying key events: Knowing the names, dates, and basic facts of historical events and cultural phenomena.	
Band 2 - Contextual Understanding (Why, When, Where). Understanding the historical context: Recognizing the social, political, economic, and technological factors that influenced events.	
Band 3 -Analytical Understanding (How, Significance). Evaluating different perspectives: Considering diverse interpretations of historical events and cultural phenomena.	
Band 4 -Critical Understanding (Challenging Assumptions). Questioning historical narratives: Examining different perspectives and challenging dominant interpretations of the past.	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 3: Festivals and Community Performances Section 3 Focus: Repertoire/Rehearsal	20 Sessions
NJSLS-S 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.12acc.Pr5a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	
1.3C.12adv.Pr5a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in 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.	
1.3C.12acc.Pr6a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	
1.3C.12adv.Pr6a Demonstrate an understanding and mastery of the 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.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr5a Students will recognize and implement rehearsal strategies to address expressive challenges in fall music ensemble repertoire and evaluate their effectiveness using feedback from ensemble peers and directors to refine their performances.	
1.3C.12acc.Pr5a Students will apply effective individual and ensemble rehearsal strategies to overcome technical and expressive challenges in the fall music ensemble repertoire, evaluating the success of these strategies through self-assessment and peer feedback.	
1.3C.12adv.Pr5a Students will refine advanced rehearsal strategies that address complex technical and expressive challenges in the fall music ensemble repertoire, enhancing the overall quality of individual and ensemble performances.	
1.3C.12prof.Pr6a Students will perform generally appropriate dynamics, correct notes, and accurate rhythms. (Perform up to 3 flats & 3 sharps)	
1.3C.12acc.Pr6a Students will consistently perform dynamics, correct notes, and accurate rhythms. (Perform up to 5 flats & 5 sharps)	
1.3C.12adv.Pr6a Student will master performance of dynamics, correct notes, and accurate rhythms (Perform up to 6 flats & 6 sharps)	
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.	
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.	
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.	
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.	
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 3: Festivals and Community Performances Section 4 Focus: Performance	11 Sessions
NJSLS-S Standards	
1.3C.12prof.Pr6b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
1.3C.12acc.Pr6b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	
1.3C.12adv.Pr6b Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.	
1.3C.12prof.Re8a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.	
1.3C.12acc.Re8a Support interpretations of the expressive intent and meaning of 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.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12acc.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12adv.Cn10a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr6b Perform expressive intent with an audience through prepared and improvised performances.	
1.3C.12prof.Pr6b Create intent as a means for connecting with an audience through prepared and improvised performances.	
1.3C.12adv.Pr6b <i>Synthesize connections, engagements and responses to audiences through prepared and improvised performances.</i>	
1.3C.12prof.Re8a Explain and perform interpretations of the expressive intent and meaning of musical works.	
1.3C.12prof.Pr6b Establish connections with an audience through prepared and improvised performances.	
1.3C.12prof.Cn10a Demonstrate musically informed personal choices when creating and performing music.	
1.3C.12adv.Cn10a: Objective: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.	
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.	
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.	
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.	
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 3: Festivals and Community Performances Section 5 Focus: Reflection/Self Assessment	
NJSLS-S Standards	
1.3B.12prof.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	
1.3B.12acc.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3B.12prof.Pr6a Review recorded performances of works (both personal and others') and analyze fundamentals (correct notes and rhythms at the correct time) in performance.	
1.3B.12prof.Pr6a Review and critique recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Review and critique live and recorded performances of works (both personal and others' and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Band 1 - Describe the experience as a performer.	
Band 2 - Analyze the experience(s) from different categories or perspectives based on the learning objective.	
Band 3 - Formulate conclusions on the experience based on prior knowledge. (Where do we go from here?)	
Band 4 - Articulate learning by developing a well-developed statement of learning, using four guiding questions as a guide. (How might our next rehearsal look/take shape?	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation Section 1 Focus: Fundamentals, Instrument Maintenance/Safety, and Sight Reading		1 Session
NJSLS-S Standards		
1.3C.12prof.Cr2a Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.		
1.3C.12acc.Cr2a Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.		
1.3C.12prof.Cr3b Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.		
1.3C.12acc.Cr3b Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.		
1.3C.12adv.Cr3b Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.		
1.3C.12prof.Pr4b Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.		
1.3C.12acc.Pr4b Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.		
1.3C.12adv.Pr4b Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.		
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
1.3C.12prof.Cr2a [1] Students will demonstrate characteristic(s) of music from a variety of historical periods studied in rehearsal through melodies,		

rhythmic passages and arrangements performed.
1.3C.12acc.Cr2a Students will demonstrate characteristic(s) of music from a variety of cultures studied in rehearsal arrangements, sections, and short compositions for specific purposes.
Band 1 - Students perform scales up to 4 sharps/4 flats, one octave
Band 2 - Students perform scales up to 4 sharps/4 flats and chromatic, full range as defined by NJMEA
Band 3 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, and memorized
Band 4 - Students perform scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, and scale variations
Band 2-4 (H)- Students perform all scales up to 7 sharps/7 flats plus chromatic, full range as defined by NJMEA, memorized, at quarter note equals 120bpm with appropriate scale variations
1.3C.12prof.Cr3b Students will identify various purposes of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
1.3C.12acc.Cr3b Students will demonstrate the purpose of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
1.3C.12adv.Cr3b Students will show mastery of identified melodies, rhythmic passages, and arrangements (individually or as an ensemble).
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/
1.3C.12prof.Pr4b Students will recognize musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
1.3C.12acc.Pr4b Students will compare musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
1.3C.12adv.Pr4b Students will analyze and critique musical compositional forms (March, Rondo, Round/Canon, DC, DS, ABA, Coda, 12-bar blues)
Band 1 - Identify basic key signatures, recognize basic rhythms and meter, perform basic notation
Band 2 - Identify intermediate key signatures, intermediate rhythms and meter, perform intermediate notation and basic dynamics
Band 3 - Identify intermediate key signatures, advanced rhythms and meter, perform intermediate notation, intermediate basic dynamics and basic/intermediate articulation.
Band 4 - Identify advanced key signatures, advanced rhythms and meter, perform advanced notation, intermediate basic dynamics, and advanced articulation.
Band 2-4 (H) - Student will perform advanced sightreading as described by industry professionals (e.g.: Sightreading Factory)

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation Section 2 Focus: Context: History, Social, Cultural	2 Sessions
NJSLS-S Standards	
1.3C.12prof.Pr4c Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	
1.3C.12acc.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	
1.3C.12adv.Pr4c Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and	

improvised performances as well as performers' technical skills to connect with the audience.
1.3C.12prof.Cn11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3C.12acc.Cn11a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3C.12adv.Cn11a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
1.3C.12prof.Pr4c Students will demonstrate an understanding of the historical, social, and cultural context of a varied repertoire of fall music ensembles through both prepared and improvised performances.
1.3C.12acc.Pr4c Students will distinguish how the style, genre, and cultural context of fall music ensemble repertoire influence their preparation and performances, as well as the technical skills needed to connect with the audience effectively.
1.3C.12adv.Pr4c Students will analyze how the style, genre, and cultural context of fall music ensemble repertoire inform their technical performance skills and ability to connect with diverse audiences during prepared performances.
1.3C.12prof.Cn11a Students will identify on how their personal interests, knowledge, and skills shape their musical choices and intent when preparing, performing, and responding to fall performance music.
1.3C.12acc.Cn11a Students will explain how their understanding of historical and cultural knowledge impacts their personal choices and intent in creating, performing, and responding to music in the fall music ensemble setting.
1.3C.12adv.Cn11a Students will articulate how their personal interests, knowledge, and technical skills influence their creative and performance decisions while connecting with the cultural and historical context of fall music ensemble repertoire.
Band 1 - Basic Understanding (What). Identifying key events: Knowing the names, dates, and basic facts of historical events and cultural phenomena.
Band 2 - Contextual Understanding (Why, When, Where). Understanding the historical context: Recognizing the social, political, economic, and technological factors that influenced events.
Band 3 -Analytical Understanding (How, Significance). Evaluating different perspectives: Considering diverse interpretations of historical events and cultural phenomena.
Band 4 -Critical Understanding (Challenging Assumptions). Questioning historical narratives: Examining different perspectives and challenging dominant interpretations of the past.

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4	13 Sessions
Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation	
Section 3 Focus: Repertoire/Rehearsal	
NJSLS-S 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.12acc.Pr5a Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	
1.3C.12adv.Pr5a Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in 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.	
1.3C.12acc.Pr6a Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	
1.3C.12adv.Pr6a Demonstrate an understanding and mastery of the 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.	

Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
1.3C.12prof.Pr5a Students will recognize and implement rehearsal strategies to address expressive challenges in fall music ensemble repertoire and evaluate their effectiveness using feedback from ensemble peers and directors to refine their performances.
1.3C.12acc.Pr5a Students will apply effective individual and ensemble rehearsal strategies to overcome technical and expressive challenges in the fall music ensemble repertoire, evaluating the success of these strategies through self-assessment and peer feedback.
1.3C.12adv.Pr5a Students will refine advanced rehearsal strategies that address complex technical and expressive challenges in the fall music ensemble repertoire, enhancing the overall quality of individual and ensemble performances.
1.3C.12prof.Pr6a Students will perform generally appropriate dynamics, correct notes, and accurate rhythms. (Perform up to 3 flats & 3 sharps)
1.3C.12acc.Pr6a Students will consistently perform dynamics, correct notes, and accurate rhythms. (Perform up to 5 flats & 5 sharps)
1.3C.12adv.Pr6a Student will master performance of dynamics, correct notes, and accurate rhythms (Perform up to 6 flats & 6 sharps)
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4 Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation Section 4 Focus: Performance	3 Sessions
NJSLS-S Standards	
1.3C.12prof.Pr6b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
1.3C.12acc.Pr6b Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	
1.3C.12adv.Pr6b Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.	
1.3C.12prof.Re8a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.	
1.3C.12acc.Re8a Support interpretations of the expressive intent and meaning of 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.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12acc.Cn10a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.	
1.3C.12adv.Cn10a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3C.12prof.Pr6b Perform expressive intent with an audience through prepared and improvised performances.	

1.3C.12prof.Pr6b Create intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6b <i>Synthesize connections, engagements and responses to audiences through prepared and improvised performances.</i>
1.3C.12prof.Re8a Explain and perform interpretations of the expressive intent and meaning of musical works.
1.3C.12prof.Pr6b Establish connections with an audience through prepared and improvised performances.
1.3C.12prof.Cn10a Demonstrate musically informed personal choices when creating and performing music.
1.3C.12adv.Cn10a: Objective: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Band 1- <i>Proficient</i> : Limit instrument range to one octave at most, and group like instruments in unison. Orchestras are most comfortable in the key of D, and bands are most comfortable in B-flat. The first five notes in these keys will be the most comfortable at this level. String and woodwind instrument range increases, brass range is still developing. Easy syncopation and key changes. Individual instrument types break off from the group for solo and solo lines.
Band 2- <i>Accomplished</i> : No more than five sharps for orchestra and five flats for band. Harmonic complexity and rhythmic complexity in large groups are welcome.
Band 3- <i>Accomplished</i> : Standard repertoire for high school ensembles. Full instrument range may be used, but be cautious at the extreme highs and lows. Full dynamic contrast, asymmetrical meter, and exposed scoring are welcome. A piece's duration may extend beyond 6 minutes at a minimum.
Band 4- <i>Advanced</i> : Any meter and key is fair game for both orchestras and bands. Any limits will depend on player ability.
Band 2-4 (H) - Students will perform an instrumental solo as defined by NJMEA. https://www.njmea.org/

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4	1 Session
Unit 4: Spring Concert/Parades/Fall Music Ensemble Prep/Graduation	
Section 5 Focus: Reflection/Self Assessment	
NJSLS-S Standards	
1.3B.12prof.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	
1.3B.12acc.Pr6a Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Standards-Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
1.3B.12prof.Pr6a Review recorded performances of works (both personal and others') and analyze fundamentals (correct notes and rhythms at the correct time) in performance.	
1.3B.12prof.Pr6a Review and critique recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.	
1.3B.12adv.Pr6a Review and critique live and recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.	
Band 1 - Describe the experience as a performer.	
Band 2 - Analyze the experience(s) from different categories or perspectives based on the learning objective.	
Band 3 - Formulate conclusions on the experience based on prior knowledge. (Where do we go from here?)	
Band 4 - Articulate learning by developing a well-developed statement of learning, using four guiding questions as a guide. (How might our next rehearsal look/take shape?)	

BAND Levels 1, 2, 3 & 4 and Honors Levels 2, 3 & 4		
Course Alignment to NJSLS Computer Science, Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills Career Readiness, Life Literacies, and Key Skills		Unit
9.4.12.CI.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	