



## CURRICULUM OVERVIEW

### Content Area: Fine Arts - Music

#### Course Title: 4-8 Instrumental Music - Percussion Concentration

**Course Description or Content Overview:** Instrumental music (band) is offered to all North Brunswick township students in grade 4-8. Students will be trained in proper sound production, technique, musicianship, aural skills, instrument care, and rehearsal/concert procedure. Students are scheduled weekly in small homogenous lesson groups. As students advance on their chosen instrument larger ensemble work is added, as well as two required night concerts per year. Additional performance opportunities may also be offered throughout the year. Opportunities include chamber music performances, district events, township events, festivals, competitions, and other musical functions. All North Brunswick Township schools are currently using Essential Elements 2000 as their primary lesson book, in addition to supplemental materials and full ensemble band music as needed and appropriate.

**Course Rationale:** The study of music performance is essential to the development and growth of young people. Studies have shown numerous benefits, such brain development, multi-tasking, self-discipline, creativity, and higher level thinking/engagement, among others. Additionally, students learn how to take responsibility and function collaboratively in a team setting. Many of these skills are transferable and will aid them in functioning at a high level in society.

Music is also a pervasive part of our culture. The study of music helps learners to perceive the world in different ways and gain a deeper understanding of others, both past and present. Through this, students will have the ability to engage more meaningfully with the world around them.

#### **NJLS Standards/Cumulative Progress Indicators:**

##### 1.1.12.B.1 - The Creative Process

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 - The Creative Process

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 - History of the Arts and Culture

Determine how dance music theatre and visual art have influenced world cultures throughout history.

##### 1.2.12.A.2 - History of the Arts and Culture

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.

#### 1.3.12.B.1 - Performance

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 - Performance

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

#### 1.3.12.B.3 - Performance

Improvise works through the conscious manipulation of the elements of music using a variety of traditional and nontraditional sound sources including electronic sound-generating equipment and music generation programs.

#### 1.3.12.B.4 - Performance

Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media and/or analyze prepared scores using music composition software.

### CRITICAL METHODOLOGIES

#### 1.4.12.A.1 - Aesthetic Responses

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.2 - Aesthetic Responses

Speculate on the artist's intent using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

#### 1.4.12.A.3 - Aesthetic Responses

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.

#### 1.4.12.A.4 - Aesthetic Responses

Evaluate how exposure to various cultures influences individual emotional intellectual and kinesthetic responses to artwork.

#### 1.4.12.B.1 - Critique Methodologies

Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of dance music theatre visual and multimedia artwork from diverse cultural contexts and historical eras.

#### 1.4.12.B.2 - Critique Methodologies

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

#### 1.4.12.B.3 - Critique Methodologies

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual performing and multimedia arts for consumers creators and performers around the world.

### **21<sup>st</sup> Century Skills Standards/Progress Indicators**

9.1.12.A.4 - Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.2.12.C.1 - Review career goals and determine steps necessary for attainment.

9.2.12.C.3 - Identify transferable career skills and design alternate career plans.

9.2.12.C.5 - Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.3.12.AR.1 - Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

9.3.12.AR.5 - Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

9.3.12.AR-PRF.1 - Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.3 - Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 - Demonstrate knowledge of music theory.

### **ISTE Technology Standards:**

1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
  - a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
  - b. Build networks and customize their learning environments in ways that support the learning process.
  - c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizenship: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
  - a. Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.
  - b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
  - c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
  - a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
  - b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
  - c. N/A
  - d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
  - a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
  - b. N/A
  - c. N/A
  - d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
  - a. N/A
  - b. N/A
  - c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
  - a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
  - b. N/A
  - c. N/A
  - d. Publish or present content that customizes the message and medium for their intended audiences.
7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
  - a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

- b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

## **K-12 Interdisciplinary Connections:**

### English/Language Arts:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science:

HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

Mathematics:

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

World Language:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

Social Studies/History:

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

- 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- 6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.2.12.D.1.f Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.
- 6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- 6.2.12.D.4.k Assess the cultural impact of World War I, the Great Depression, and World War II by analyzing the values and social ideas in the arts.
- 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
- 6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

Health/Physical Education:

- 2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- 2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
- 2.2.12.C.1 Analyze the impact of competition on personal character development.



2.2.12.C.2 Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.2 Apply a variety of mental strategies to improve performance.

2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

<b>Enduring Understandings</b> (What big ideas do we want students to come to understand?):	<b>Essential Questions</b> (What are the key understanding goals of the unit?):
Students will develop their performance of music through a better understanding of its variety of elements: rhythm, melody, harmony, form, and color.	<b>Instrument Care and Sound Production</b> How do I assemble the instrument? How do I care for the instrument? How do I hold the instrument? How do I produce sound on the instrument? Where has your instrument been seen? Where do you first hear your instrument? What kind of music do you hope to play with this instrument?
Students will nurture creativity through eliciting aesthetic and intellectual responses.	<b>Performance and Practice Techniques</b> How long should I practice? What should I include in a regular practice session? What types of equipment would improve my practice? What is proper rehearsal and concert procedure? Why do audiences behave differently for different styles of music? How does my ability affect what pieces I can play?

Students will understand the importance of pulse and demonstrate a sense of steady pulse and how it relates to reading in different meters.	<b>Pulse, Rhythm, and Meter</b> What is pulse? What is rhythm? What is meter? How do pulse, rhythm, and meter work together? How is rhythm treated in different cultures and genres?
Students will understand musical notation and notes on the staff and how it translates to their instruments.	<b>Pitch Notation</b> How do I identify the names of pitches (notes) on a staff? How do I produce specific notes on my instrument? How do accidentals (sharps, flats, naturals) affect pitch? How does a key signature affect pitch? How do I make adjustments for certain pitches on my instrument?
Students will understand the relationship between scales, key signatures, practice, and performance.	<b>Scales and Patterns</b> How do I build a major scale? What scales should I know? What other scale patterns are there? What is a chord and how do I play one? Where do scales, chords, and arpeggios appear in music? How does my ability to play scales increase my ability to read music or create my own?
Students will experiment with grip, instrument assembly, and positioning to achieve optimal sound production.	<b>Expression, Aesthetics, and Critique</b> What are dynamics and how do they affect sound? What are the different articulation marks and how do they affect my sound? How am I progressing on my instrument? How do I assess my performance as an individual and as a part of an ensemble? How do I assess my ensemble's performance?
Students will learn their personal role in an ensemble and how to adjust their tone and approach to the instrument in various musical genres.	<b>Basic Advancing Performance</b> How do I produce a professional sound on the instrument? How should I change my tone, articulations, or embellishments to reflect different genres or time periods? How does my role as a musician change in different ensembles?

Students will demonstrate an understanding of notes on the staff and how they relate to notes on keyboard percussion with focus on proper grip and stick control.	<b>Two-Mallet Keyboard Percussion</b> How do we identify notes on the keyboard? How do we make sound on keyboard percussion? What are the proper stick control and grip techniques? How do we properly warm up on keyboard percussion?
Students will be able to understand the importance of Drum and Bugle Corps drumming and the grip and rudiments that are necessary to perform in this style.	<b>Basic Snare Drum Rudiments and Rudimental Solos</b> What are the essential snare drum rudiments? How do we perform snare drum rudiments alone? How do we perform snare drum rudiments in the context of a solo or ensemble performance? What is the technical approach to playing snare drum rudiments? What are the hybrid snare drum rudiments?
Students will demonstrate the importance of proper grip and stick control in both traditional and matched grip on snare drum.	<b>Snare Drum Grip</b> What is matched grip? What is the proper stick control technique in matched grip? What is traditional grip? What is the proper stick control technique in traditional grip? Why is it important to understand both matched and traditional grip?
Students will acquire an appreciation of music culture and musical awareness as it relates to various drum set grooves throughout music history.	<b>Drum Set</b> How do we read drum set music? How do we develop independence between limbs for successful drum set playing? How are different genres of music performed on drum set? How has drum set differed in various music styles and cultures?
Students will utilize techniques and understanding to enhance performance skill in advancing mallet repertoire.	<b>Four-Mallet Keyboard Percussion</b> How do we hold four mallets? How do four-mallet grips translate to keyboard percussion? How do we properly warm up with four mallets on keyboard percussion?
Students will understand the historical context and importance of timpani as it relates to the solo and ensemble percussionist.	<b>Timpani</b> How do we read timpani music? How do we hold the mallets for timpani?

	What is the appropriate technique for playing timpani? How do rudiments apply to playing timpani? How do we tune the timpani?
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<b>Modifications (ESL/Special Education/Academic Support/G&amp;T):</b> All students will be given the necessary modifications and variations needed to succeed
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**Course Resources:**

- Technologies:
  - SmartBoard
  - Digital Metronome
  - Musictheory.net
  - Google Classroom
- Texts:
  - Essential Elements
  - Alfred's Beginning Snare Drum Method
  - Vic Firth Quadrant A-D
  - Garwood Whaley's Audition Etudes for Snare Drum
  - Anthony J. Cirone's Portraits in Rhythm
  - Charlie Wilcoxin's Modern Rudimental Swing Solos for the Advanced Drummer
  - Morris Goldenberg's Modern Method for Xylophone, Vibraphone, and Marimba
  - Garwood Whaley's Audition Etudes for Mallets and Timpani
  - Saul Goodman's Modern Method for Timpani
  - Vic Firth's Solo Timpanist
  - Mitchell Peters' Yellow After the Rain
  - Claude Musser Etudes 1-3
  - Lee Harvey Stevens' Method of Movement and Four-Mallet Democracy
  - Alfred's Syncopation
  - Stick Control
  - Alfred's Beginning Drum Set Method
- Other:
  - Musical Instruments