INSTRUMENTAL MUSIC

Grades 9 - 12

ABSTRACT

The *Instrumental Music/Band* program in the Elmwood Park Public Schools is designed to allow each student to continually progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm to name a few. Mastery of a musical instrument is a lifelong pursuit and regularly scheduled playing time is essential for the success of any musician.

SPECIFIC PROGRAM INFORMATION

Individual and group lessons are the backbone of this successful program, teaching the band members of Elmwood Park the necessary skills on their individual instruments, thereby creating a meaningful concert experience. These small group sessions help the band directors in Elmwood Park focus on the needs of individual students while affording the opportunity to create individualized goals and assessments.

It is the common goal of each band director in the Elmwood Park Public Schools to facilitate the development of lifelong learners with a love and appreciation for music. Through the use of the NJ Student Learning Standards (NJSLS) for music, careful lesson and rehearsal planning, meaningful daily rehearsals, and a multitude of performance opportunities both on and off campus, students are afforded experiences that will allow them to be productive members of society and supporters of the arts.

This curriculum, for grades 9-12, allows for students to progress throughout each year of high school, eventually achieving an advanced level of proficiency in each of the concepts addressed throughout by the time they finish grade 12. The NJSLS establishes 11 unique anchor standards that have performance expectations of Novice, Intermediate, Proficient, Accomplished, and Advanced. It is our goal that students in high school progress through the intermediate, proficient, accomplished, and advanced levels through this coursework in their time in grades 9-12.

Pacing

The concepts set forth in this curriculum - rhythm, articulation, technique, tone production, music theory, listening and analysis, musical expression, and care and maintenance of equipment - are designed to be taught simultaneously throughout the school year. The depth and complexity of these concepts builds throughout the elementary experience and continues into Middle School and, ultimately, High School. By the end of elementary grades, students are expected to remember and understand these concepts. In later grades, students continue to address these concepts in ways that engage them and allow them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through Elmwood Park PublicSchools instrumental program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is employed simultaneously. For example, the successful performance of a piece of music requires rhythm, articulation, technique, etc. to be performed with skill and at the same time. Focusing on just one of these elements makes it a skills exercise and not a musical performance. Varied repertoire provides students with the opportunity to work with many different types and styles of music; thus allowing them to be exposed to different expressive qualities, technical demands, cultures, etc. Students must also maintain their instrument in proper playing condition to properly execute these skills.

CONCEPT: Rhythm

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Mathematical subdivisions and equivalencies of the various musical rhythmic notations must be understood in order to perform music literature correctly. The performer should subdivide the beat to the shortest duration of the piece being played.	● Why is accurate rhythm important in ensemble playing? ● Does a variety of rhythm add intensity to a piece of music? ● How can music address the causes of climate change and inspire solutions for change? ● How has climate change influenced human activity in regards to music?

KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th Grade, the students will know: 1)Rhythmic notation 2)Pulse 3)The concept of subdivision 4)Various counting systems 5) The concept of syncopation	**By the end of 12th Grade, the students will know:** 1) Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, dotted sixteenth, sixteenth, thirty-second, half note triplet, quarter note triplet, eighth note triplet, sixteenth note triplet, tied notes, duples, and notes of all other lengths. 2) Execute an external steady beat while maintaining an internal steady beat. Use a metronome regularly during practice and rehearsal. 3) Understand, discuss, and demonstrate the concept of subdivision and apply it to their music. 4) Analyze and perform music of varying difficulty with the universal	1.3C.12int.Pr4b-c 1.3C.12prof.Pr4b-c 1.3C.12acc.Pr4b-c 1.3C.12adv.Pr4b-c 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a

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	counting system: 1+2+3+4+ and 1e+a 2e+a 3e+a 4e+a 5) Understand, discuss, and demonstrate the concept of syncopation and apply it to their music.	1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections • Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net)

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	● Laptops for audio/video playback ● Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **ELA** ● RL.9-10.3, SL.9-10.1.A-D, SL.9-10.2, RL.11-12.3, SL.11-12.1.A-D, SL.11-12.2 **Science** ● HS-ESS3-1 General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education--

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	Students with IEP/504 Plan: ● Allow students to use keyboard diagrams with pitches indicated ● Teachers can start with using a “go” and “stop” sign to represent steady beats. One “go” sign could be equivalent to a quarter note, and one “stop” sign could be equivalent to a quarter rest. Therefore: each “go” sign could mean one clap, and one “stop” sign would mean a sound of silence. ● Create rhythm charts ● Give extended time on projects English Language Learners: ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas ● Use universal terminology such as solfege ● Use color-coded note values to differentiate between different rhythms. At-Risk Students: ● Assist student with identifying and performing the rests and notes ● Partner with a gifted and talented students if necessary ● Redirection when needed ● Check in on progress frequently ● Create regular benchmarks for progress Gifted and Talented Students: ● Peer tutoring ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

CONCEPT: Articulation

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Articulation is the beginning of all tone production. Articulation impacts all elements of music. There are many different types of articulations, which are used to perform different styles of music.	● Is articulation necessary? ● Are music articulation and spoken language related? ● How do different articulations affect musical style? ● Do different articulations have an impact on the listener?

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KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th Grade, the students will know: 1) Tonguing technique 2) Various articulation styles 3) Correct striking motion and grip for percussion instruments	**By the end of 12th Grade, students will be able to:** 1) Consistently execute the concept of breath-pressure-articulate 2) Demonstrate the ability to consistently use the tongue in a proper striking motion, while adjusting to the required tonguing speed for skills being studied 3) BRASS: Execute double tonguing on repeated notes, progressing to changing notes 4) Verbalize, define, identify, and perform the following articulation styles: accent, slur, staccato, legato, marcato, and tenuto. In addition, adapt the length of the articulation to the style and tempo of the music.	1.3C.12int.Pr4b-c 1.3C.12prof.Pr4b-c 1.3C.12acc.Pr4b-c 1.3C.12adv.Pr4b-c 1.3C.12int.Pr5a 1.3C.12Prof.Pr5a 1.3C.12acc.Pr5a 1.3C.12adv.Pr5a 1.3D.12prof.Cr1a 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12prof.Cr2a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12prof.Cr3a-b 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12prof.Pr4a-c 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12prof.Pr5a 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12prof.Pr6a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12prof.Re7a-b 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b

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		1.3D.12prof.Re8a 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12prof.Re9a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net) • Laptops for audio/video playback • Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3

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Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **ELA** ● SL.9-10.1.A-D, SL.9-10.2, SL.11-12.1.A-D, SL.11-12.2 **Science** ● HS-ESS3-1 **Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education-- Students with IEP/504 Plan: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts ● Give extended time on projects English Language Learners: ● Define *articulation* and the different types ● Provide visuals for students ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas

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	<u>At-Risk Students</u>: ● Check in on progress frequently ● Students requiring a simplification can be paired/grouped with another student using their same instrument to help with when to play their staccato or legato instrument. ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success <u>Gifted and Talented Students</u>: ● Students needing an extra challenge can be selected as student conductors/peer leaders and/or select an instrument that produces both staccato and legato sounds (e.g., drum) and change playing technique when the articulation of the music changes. ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

CONCEPT: Technique

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Technical proficiency is an essential element of musical performance. More difficult music necessitates a higher level of technical facility. Developing one's technique opens up many musical opportunities. A metronome is an essential tool in improving technique. A standard warm-up routine will assist in improving performance capabilities.	● Is technical development necessary to perform a musical composition? ● Why do musicians need to be technically proficient? ● How does improved technique increase performance options? ● What are some tools that can be used to assist in technical development? ● Are there certain things I should play as I warm up before practicing or performing?

KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th Grade, the students will know: 1) Proper instrument carriage and hand position/grip. 2) Correct fingerings, slide positions, sticking, and auxiliary percussion technique 3) An instrument specific warm-up routine 4) Scales and scale based exercises 5) Instrument specific skills	**By the end of 12th Grade, the students will know:** 1) Hold their instrument correctly, using the correct angle and appropriate hand position/grip 2) Demonstrate the ability to execute proper fingerings, slide positions, stickings, and auxiliary percussion technique 3) Execute teacher directed warm-up routine and eventually transition to independent warm-up 4) All twelve major scales, selected thirds and arpeggios, chromatic scale, and selected minor scales 5) Woodwinds: correct embouchure, alternate fingerings, trill fingerings, consistency throughout full range of instrument	1.3C.12int.Pr4b-c 1.3C.12prof.Pr4b-c 1.3C.12acc.Pr4b-c 1.3C.12adv.Pr4b-c 1.3C.12int.Pr5a 1.3C.12Prof.Pr5a 1.3C.12acc.Pr5a 1.3C.12adv.Pr5a 1.3C.12int.Pr6a 1.3C.12prof.Pr6a 1.3C.12acc.Pr6a 1.3C.12adv.Pr6a

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	Brass: mouthpiece buzzing on pitch, harmonic lip slurs, alternate fingerings and positions Percussion: timpani tuning and muting, keyboard/mallet skills, advanced snare technique	1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net) • Laptops for audio/video playback • Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology

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Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **ELA** ● RL.9-10.3, SL.9-10.1.A-D, SL.9-10.2 ● RL.11-12.3, SL.11-12.2 **Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education-- Students with IEP/504 Plan: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts ● Give extended time on projects ● Break large ensembles into smaller chamber ensembles English Language Learners: ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas ● Use universal terminology such as solfege ● Color-coding At-Risk Students: ● Check in on progress frequently ● Flexible grouping ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success Gifted and Talented Students: ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

Concept: Tone Production

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
-Proper breath support leads to a more refined tone quality -Tone production is a lifelong pursuit -Refined individual tone quality positively impacts ensemble sonority	● Are there shared qualities to great tones? ● What constitutes a desirable ensemble tone quality? ● How does individual sound affect the ensemble sound?

KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th grade, the students will know: 1) Proper breathing technique 2) Embouchure 3) Tone Quality	**By the end of the 12th Grade, the students will be able to:** 1) Understand that proper breathing technique leads to a desirable tone a) Execute proper diaphragmatic breathing technique when playing at all times b) Breathe while staying connected to the mouthpiece c) Understand and consistently utilize the technique of "breath-pressure-articulate" d) Consistently demonstrate proper breath support, demonstrating that the core muscles stay firm from the initial inhalation all the way to the end of the phrase 2) Understand and demonstrate proper embouchure a) Correct an embouchure problem with teacher guidance b) Manipulate the embouchure to correct intonation problems and create vibrato 3) Demonstrate a characteristically steady, clear, focused, dark, and warm tone quality on their instrument a) Adjust tone quality for playing environment and style of music	1.3C.12int.Pr4b-c 1.3C.12prof.Pr4b-c 1.3C.12acc.Pr4b-c 1.3C.12adv.Pr4b-c 1.3C.12int.Pr5a 1.3C.12Prof.Pr5a 1.3C.12acc.Pr5a 1.3C.12adv.Pr5a 1.3C.12int.Pr6a 1.3C.12prof.Pr6a 1.3C.12acc.Pr6a 1.3C.12adv.Pr6a 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b

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	b) Understand and apply the concepts of balance, blend, and intonation individually and within an ensemble c) Listen to professional recordings of their instrument and professional groups to develop an internal expectation of the proper sound d) Utilize proper playing position and striking technique on percussion instruments	1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net) • Laptops for audio/video playback • Student Chromebooks

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Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
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Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **Discipline** **(Standard)** **ELA** ● RL.9-10.3, SL.9-10.1.A-D, SL.9-10.2 ● RL.11-12.3, SL.11-12.1.A-D, SL.11-12.2 **Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education-- Students with IEP/504 Plan: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts

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	● Give extended time on projects English Language Learners: ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas ● Provide notes on tones ● Visual and verbal explanations At-Risk Students: ● Check in on progress frequently ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success Gifted and Talented Students: ● Research how individual sound affects the ensemble sound ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

Concept: Music Theory

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
-The approach to learning musical symbols in music is the same as the approach to learning any unfamiliar language -Basic music knowledge is just as important to know as instrument specific knowledge Having a strong music theory knowledge base is essential to a musician who is sight reading music	● Does a professional musician always have to know music theory knowledge? If not, why? ● What is the advantage to having music theory knowledge for a professional musician? ● How do high school musicians apply the knowledge from general music class into instrumental lessons or ensembles? ● What music theory knowledge is essential to a high school player's musical education?

KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th grade, the students will know: 1) The use of time signatures and apply the knowledge to their music performance 2) Common time vs. cut time 3) Compound meters vs. simple meters 4) The knowledge of key signatures (all major and minor keys) and apply that knowledge to their performance of high school literature. 5) Accidentals 6) The frequent use of general musical symbols.	**By the end of 12th grade, the students will be able to:** 1) Identify and perform time signatures of: 4/4, ¾, 2/4, 5/4, 6/4, 7/4, 2/2, ⅜, ⅝, 6/8, ⅞, 12/8) 2) Perform and differentiate common time and cut time 3) Compose and perform music in simple and complex meters 4) Perform music in major and minor key signatures up to 7 sharps and 7 flats 5) Differentiate and perform high school level music containing half steps and whole steps created through accidentals 6) General music symbols: staff, clefs (treble, alto, tenor, bass), bar line, pitch, ledger lines, rests, repeats, dynamic, D.C./D.S. al coda/fine, fermatas, first and second endings, sharp, natural, flats, and tempo markings.	1.3C.12int.Cr1a 1.3C.12prof.Cr1a 1.3C.12acc.Cr1a 1.3C.12adv.Cr1a 1.3C.12int.Cr2a 1.3C.12prof.Cr2a 1.3C.12acc.Cr2a 1.3C.12adv.Cr2a 1.3C.12int.Cr3a-b 1.3C.12prof.Cr3a-b 1.3C.12acc.Cr3a-b 1.3C.12adv.Cr3a-b 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b

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Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	● Playing assessments ● Quizzes/tests on technique ● Observations ● Student reflections
Resources	● Pedagogically appropriate sheet music ● Varied band instruments

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	● Audio system ● Online software (eg: musicfirst, musictheory.net) ● Laptops for audio/video playback ● Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
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Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **ELA** ● RL.9-10.3, SL.9-10.1.A-D, SL.9-10.2 ● RL.11-12.3, SL.11-12.1.A-D, SL.11-12.2 **Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education--

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	Students with IEP/504 Plan: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts ● Give extended time on projects English Language Learners: ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas ● Use visuals when appropriate At-Risk Students: ● Reference sheet for students when learning musical symbols ● Check in on progress frequently ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success Gifted and Talented Students: ● Research and present to class the advantage to having music theory knowledge for a professional musician ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

Concept: Listening and Analysis

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
-At the most prestigious music institutions in the world, ear training is an integral and needed part of a musician's education -An essential part of music education includes knowing the different genres and styles of music -Listening to and critiquing recordings of your own playing, as well as professional musician recordings, is an important process for self improvement.	● What is ear training in music and why is it important? ● Why is it necessary to know different styles and genres for musical performances? ● Why is it important to listen to/watch our own playing as well as listen to/watch the great musicians? How can we take what we see from the greats and apply it to our own playing?

KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th Grade, the students will know: 1) Individual listening skills 2) Listening skills within an ensemble 3) How to utilize recordings to develop their skills	**By the end of 12th Grade, the students will be able to:** 1) Listen for and adjust their tone to have a characteristic warm, dark, and focused sound 2) Identify and control the blending of their sound, both within their instrument section and within the ensemble a) Match the playing of the ensemble b) Listen as an individual and as a section down to the lowest voices c) Match ensemble intonation 3) Record and analyze their playing with use of a personal recording device a) Listen to recordings of their ensemble's rehearsal and performances and critically analyze	1.3C.12int.Re7a-b 1.3C.12prof.Re7a-b 1.3C.12acc.Re7a-b 1.3C.12adv.Re7a-b 1.3C.12int.Re8a 1.3C.12prof.Re8a 1.3C.12acc.Re8a 1.3C.12adv.Re8a 1.3C.12int.Re9a 1.3C.12prof.Re9a 1.3C.12acc.Re9a 1.3C.12adv.Re9a

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	b) Critique professional concerts and recordings of professional groups to continue to develop a concept of individual and ensemble tone.	1.3C.12int.Cn10a 1.3C.12prof.Cn10a 1.3C.12acc.Cn10a 1.3C.12adv.Cn10a 1.3C.12int.Cn11a 1.3C.12prof.Cn11a 1.3C.12acc.Cn11a 1.3C.12adv.Cn11a 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a 1.2.12prof.Pr6b 1.2.12acc.Pr6b

		1.2.12adv.Pr6b

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections • Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net) • Laptops for audio/video playback • Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1

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Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)* *(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)*	**Cross-Curricular Connections:** **ELA** ● SL.9-10.1.A-D, SL.9-10.2 ● SL.11-12.1.A-D, SL.11-12.2 **Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education-- Students with IEP/504 Plan: ● Provide written and verbal information about the most prestigious music institutions in the world ● Allow students to use keyboard diagrams with pitches indicated ● Play only on the first beat of the bar, but make sure that what is played on that beat is correct ● Create rhythm charts ● Give extended time on projects English Language Learners: ● Provide information about great musicians in English and native language ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas

	● Use universal terminology such as solfege At-Risk Students: ● Reference sheet for different genres and styles of music ● Check in on progress frequently ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success Gifted and Talented Students: ● Allow students to critique peers ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

Concept: Musical Expression

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
-Breathing and phrasing affect musical expression -Dynamic changes affect expression -Music can convey a limitless range of emotion	● Is there a relationship between breathing and phrasing? ● How do dynamic changes affect phrasing and expression? ● What are ways to convey emotion in music?

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KNOWLEDGE	SKILLS	STANDARDS
By the end of 12th grade, the students will know: 1) The effect of breathing on musical expression 2) The effect of dynamics on musical expression 3) The concept of musical awareness 4) The possibilities of performance practices	**By the end of 12th grade, the students will be able to:** 1) Breath effectively and efficiently as an ensemble a) Execute ability to breathe together as an ensemble/section b) Execute ability to stagger breathe within a section to support extended phrasing and musical expression c) Identify and mark places in the music to breathe that make musical sense, using the teacher for guidance 2) Apply the full spectrum of dynamics consistently throughout performance practice a) Musically express themselves while playing their instrument by implementing implied dynamics as well as many other phrasing decisions 3) Emotionally express themselves while practicing and performing 4) Analyze their performance proficiency relative to musical expression through the use of self recordings. This includes recordings of rehearsals and individual practice sessions. a) Draw upon current knowledge of music to make informed musical decisions about new music they are learning.	1.3C.12int.Pr4a-c 1.3C.12prof.Pr4a-c 1.3C.12acc.Pr4a-c 1.3C.12adv.Pr4a-c 1.3C.12int.Pr5a 1.3C.12prof.Pr5a 1.3C.12acc.Pr5a 1.3C.12adv.Pr5a 1.3C.12int.Pr6a-b 1.3C.12prof.Pr6a-b 1.3C.12acc.Pr6a-b 1.3C.12adv.Pr6a-b 1.3C.12int.Re7a-b 1.3C.12prof.Re7a-b 1.3C.12acc.Re7a-b 1.3C.12adv.Re7a-b 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b

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		1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	• Playing assessments • Quizzes/tests on technique • Observations • Student reflections
Resources	• Pedagogically appropriate sheet music • Varied band instruments • Audio system • Online software (eg: musicfirst, musictheory.net) • Laptops for audio/video playback • Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1

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Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology

Cross-Curricular/Differentiation:
(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills,, technology) learning activities are included in this unit that will help achieve the desired results?)
(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)

Cross-Curricular Connections:
ELA
- RL.9-10.3, SL.9-10.1.A-D, SL.9-10.2
- RL.11-12.3, SL.11-12.1.A-D, SL.11-12.2

Differentiation:
General:
- Allow students to use keyboard diagrams with pitches indicated
- Create rhythm charts

Special Education--
Students with IEP/504 Plan:
- Provide guided notes on the relationship between breathing and phrasing
- Allow students to use keyboard diagrams with pitches indicated
- Create rhythm charts
- Give extended time on projects

English Language Learners:
- Define *phrasing* and *expression*
- Provide musical terms in multiple languages when needed
- Use musical cues to indicate musical ideas
- Use universal terminology such as solfege

At-Risk Students:
- Check in on progress frequently
- Create regular benchmarks for progress
- Adapt assignments to fit any home constraints to ensure success

Gifted and Talented Students:

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	• Peer tutoring • Include more complex parameters for assignments • Have them perform created examples • Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

Concept: Care and Maintenance of Equipment

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
-Proper care and maintenance of an instrument is necessary for its longevity -Well cared-for instruments sound and play better than dirty and neglected instruments	• Are there advanced cleaning procedures I can do without taking my instrument to a repair shop? • How is the sound affected when the inside of my instrument is not clean?

KNOWLEDGE	SKILLS	STANDARDS
By the end of grade 12, the students will know:	**By the end of grade 12, the students will be able to:**	1.3C.12int.Pr5a 1.3C.12prof.Pr5a

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1) Cleaning and maintenance of instruments 2) Repair of Instruments	1) WOODWINDS: swab out instrument after each playing. Regularly clean the head joint, mouthpiece, reeds and reed guard using mild soap and water or white vinegar. Rotate reeds and replace them after about 20 hours of playing. a) BRASS: sterilize mouthpiece and wash instrument on a regular schedule. Oil valves and grease slides regularly b) PERCUSSION: keep section orderly and report/fix any damaged instruments 2) Diagnose and repair minor problems with or without teacher assistance.	1.3C.12acc.Pr5a 1.3C.12adv.Pr5a 1.3D.12acc.Cr1a 1.3D.12adv.Cr1a 1.3D.12acc.Cr2a 1.3D.12adv.Cr2a 1.3D.12acc.Cr3a-b 1.3D.12adv.Cr3a-b 1.3D.12acc.Pr4a-c 1.3D.12adv.Pr4a-c 1.3D.12acc.Pr5a 1.3D.12adv.Pr5a 1.3D.12acc.Pr6a 1.3D.12adv.Pr6a 1.3D.12acc.Re7a-b 1.3D.12adv.Re7a-b 1.3D.12acc.Re8a 1.3D.12adv.Re8a 1.3D.12acc.Re9a 1.3D.12adv.Re9a 1.3B.12acc.Cn10a 1.3B.12adv.C10a 1.3B.12acc.Cn11a 1.3B.12adv.C11a

Other Evidence & Resources	
(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?) *(How will students self-assess their learning?)*	● Playing assessments ● Quizzes/tests on technique ● Observations ● Student reflections

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Resources	● Pedagogically appropriate sheet music ● Varied band instruments ● Audio system ● Online software (eg: musicfirst, musictheory.net) ● Laptops for audio/video playback ● Student Chromebooks

Career Readiness, Life Literacies, and Key Skills	
Strategies to improve one's professional value	9.2.12.CAP.2 9.2.12.CAP.3
Solutions to problems require contribution from varied points of view	9.4.12.GCA.1
Digital tools make is possible to work with a wide variety of media	9.4.12.IML.1
Collaborative digital tools can be used to record and share viewpoints	9.4.12.TL.3
Gather information from a variety of sources	9.4.12.CI.1 9.4.12.CI.2

Cross-Curricular/Differentiation & Technology	
Cross-Curricular/Differentiation: *(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies, key skills, technology) learning activities are included in this unit that will help achieve the desired results?)*	**<u>Cross-Curricular Connections</u>:** **ELA** ● SL.9-10.1.A-D ● SL.11-12.1.A-D

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(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)	**Differentiation:** General: ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts Special Education-- Students with IEP/504 Plan: ● Provide written instructions for proper care and maintenance of an instrument ● Allow students to use keyboard diagrams with pitches indicated ● Create rhythm charts ● Give extended time on projects English Language Learners: ● Provide written instructions for proper care and maintenance of an instrument in English and the student's native language ● Provide musical terms in multiple languages when needed ● Use musical cues to indicate musical ideas ● Use universal terminology such as solfege At-Risk Students: ● Assist the student by providing a checklist for cleaning procedures ● Check in on progress frequently ● Create regular benchmarks for progress ● Adapt assignments to fit any home constraints to ensure success Gifted and Talented Students: ● Research advanced cleaning procedures and share information with the class ● Include more complex parameters for assignments ● Have them perform created examples ● Allow them to lead groups
Technology	8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.F.1, 8.2.12.E.1

APPENDIX

SUGGESTED RESOURCES:

- Standard of Excellence, Book 1 - all instruments
- Rubank Elementary, Intermediate, Advanced I and II - all instruments
- Ed Sueta Band Method, Book 1,2,3 - all instruments
- Supplementary books and materials provided from the instructor's personal library as dictated by the level of the student.
- Selected Band Music - selected by the conductor of the ensemble.
- Beginning Band Warm-Up Packet
- Poston Band Warm-Up Packet

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- Bloomfield HS Marching Band Warm-Up Packet
- Chorales for band
- Online resources such as musicfirst, practicefirst, sight reading factory, noteflight, etc.