

Course Title – Concert Band	
Implement start year – 2017-2018	
Revision Committee Members – Doug Barber: dbarber@lrhsd.org ext 6636 Len Nicholas: lnicholas@lrhsd.org ext 3302	
Unit # 1 – Instrumental Techniques	
Transfer Goal – Students will be able to independently use their learning to apply the principles that govern the elements of music and perform with advancing instrumental techniques. (2,3)	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy
1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. 1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. 1.4.12.B.1 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	<u>21st Century Skills</u> <i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <i>Information, Media and Technology Skills:</i> <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy

<p>is performed or shown may impact perceptions of its significance/meaning.</p>	<p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> proper posture and how the instrument is held affect the accuracy and musicality of individual and group performances.</p> <p><i>EU 2</i> proper articulation techniques are needed to perform music of all styles.</p> <p><i>EU 3</i> efficiency during personal practice extends the range of the instrumentalist and increases the facility of playing musical passages.</p> <p><i>EU 4</i> tone quality enhances musical expression during performances.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does correct posture and instrument position change the sound of the Concert Band? • How does the method of holding the instrument correctly impact fingering technique? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do articulations define a musical style? • How does the placement of the tongue determine the type of articulation? • How does stick/mallet choice and technique determine the type of articulation a percussionist uses? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • What constitutes efficient practice? • How much practice is enough? • What advantages are there to extended range and increased facility? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does tone quality affect the sound of the Concert Band? • What constitutes good tone quality?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the correct posture of the instrumentalist and position of the instrument. <p><i>EU2</i></p> <ul style="list-style-type: none"> the various types of articulations related to style. <p><i>EU3</i></p> <ul style="list-style-type: none"> the range of their instrument as applied to concert band literature. varied practice methodology. <p><i>EU4</i></p> <ul style="list-style-type: none"> the characteristics of tone quality on their instrument. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> sit up straight when playing and hold the instrument at the correct angle to the floor. demonstrate proper hand position for all instruments in the concert band. <p><i>EU 2</i></p> <ul style="list-style-type: none"> identify and perform various articulations in a specific style. <p><i>EU3</i></p> <ul style="list-style-type: none"> perform the chromatic scale in the full range of the instrument. apply practice methods to increase their range and facility. <p><i>EU4</i></p> <ul style="list-style-type: none"> produce ideal tone quality through correct breath support. identify and apply the tone quality of various artists in performance.
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence:</p> <ul style="list-style-type: none"> Performance quizzes Peer critique Live performances 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Demonstration of proper performance posture (A)
- Model of proper hand position (A)
- Model various articulations (A)
- Listen to exemplars of professional musicians (A, M)
- Identify and discuss various articulations within professional recordings (M)
- Create a visual representation of various articulations (M)
- Perform required literature with good tone quality, correct articulations and proper fingering technique (T)
- Use method books (Essential Elements series) to acquire and measure progress of articulations and good tone quality. (A, M, T)
- Maintain practice logs within personal improvement journals to document and measure steps in performance facility and efficiency (M,T)