

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 # 3 – Performance	
Transfer Goal – Students will be able to independently use their learning of instrumental technique and musicianship to perform at an increasingly higher level. (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/)	<p style="text-align: center;"><u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u></p> <p><input checked="" 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</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><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</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and</p>

<p>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.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.2 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.</p>	<p>Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> the professional appearance and behavior of the band has an effect on the overall performance and on the audience's experience.</p> <p><i>EU 2</i> interpreting the multiple styles of varied literature will enhance the quality of the performance through stylistic accuracy.</p> <p><i>EU 3</i> interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What is the performer's responsibility to the audience? • How does the physical appearance affect the audience's perception of the concert band? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does knowledge of musical styles translate to the interpretation of phrasing? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How much liberty does a band have in the interpretation of a composition? • How does a conductor decide how to interpret a specific music composition?

<p><i>EU 4</i> performing in public provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i></p> <ul style="list-style-type: none"> • membership in an band is important in the development of commitment, character and professionalism. 	<p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does performing for an audience enhance the level of a band's musical achievement? • How does music add to a society's culture? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • What are the expectations of a student in a band? • What are the consequences of an individual's actions on the band?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the expectations of stage appearance and behavior. <p><i>EU2</i></p> <ul style="list-style-type: none"> • the different styles of band literature, including marches, concert overtures, pop songs, Broadway medleys as well as music from other cultures. <p><i>EU3</i></p> <ul style="list-style-type: none"> • the elements of musical expression (dynamics, phrasing and tempo.) <p><i>EU4</i></p> <ul style="list-style-type: none"> • music's role in the community. <p><i>EU5</i></p> <ul style="list-style-type: none"> • the fundamentals of commitment. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • listen, identify and analyze the characteristics of a quality performance from the standpoint of etiquette. <p><i>EU2</i></p> <ul style="list-style-type: none"> • apply the characteristics of musical performance that distinguish the various genres. <p><i>EU3</i></p> <ul style="list-style-type: none"> • perform a piece of music with proper interpretation of dynamics, phrasing and style. <p><i>EU4</i></p> <ul style="list-style-type: none"> • perform for public events. <p><i>EU5</i></p> <ul style="list-style-type: none"> • prepare for and attend all rehearsals and performances of the ensemble.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- The student will rehearse music from different musical styles and use accurate interpretation.
- The student will keep a practice log.
- Individual testing using the department developed rubric
- Performance quizzes

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:

- Watch and discuss videos of another band demonstrating the proper use of performance etiquette (A)
- Adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances (M)
- Perform with the concert band in at least two major concerts during the school year (T)
- Identify different styles and phrasing techniques in a variety of concert band pieces and performances (A)
- Write a critique of their concert, evaluating musical elements (T)
- Perform in small and large groups for school and community events (T)
- Watch video presentations of music from other cultures (A)
- Compare and contrast music techniques that are specific to cultures from around the world (M)
- Perform musical literature that represents the multicultural experience (T)
- Participate in class meetings to generate rules and expectations for attendance and participation in concert band rehearsals and performances (T)

