

Course Title – Foundations In Band	
Implement start year: 2018 – 2019	
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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.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2014 NJCCC Standard(s), Strand(s)/CPI # http://www.nj.gov/education/cccs/2009/final.htm</p> <p>1.3.12.B.2, 1.3.12.B.3</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English http://www.corestandards.org/</p>	<p style="text-align: center;"><u>21st Century Themes</u> www.21stcenturyskills.org</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 Technology) Literacy</p> <p><i>Life and Career Skills:</i></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>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>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 is performed or shown may impact perceptions of its significance/meaning.</p>	<p><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> correct posture and instrument position affect the accuracy and musicality of individual and group performances.</p> <p><i>EU 2</i> forming a characteristic embouchure or mallet grip is necessary to create a characteristic tone on an instrument.</p> <p><i>EU 3</i> proper air support and breath control are necessary for achieving range, tone, and other instrumental techniques.</p> <p><i>EU 4</i> efficient personal practice creates lifelong habits of learning.</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 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 does embouchure and/or grip affect instrumental tone? • How does the shape of the lips and placement of the mouthpiece determine the quality of instrumental tone? • How does stick/mallet grip and technique determine the type of tone produced on a percussion instrument? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can range, tone, and other instrumental techniques be enhanced with proper air support and breath control? • What differentiates between proper and improper air support and breath control, and how will this affect range, flexibility, tone, and other instrumental techniques? <p><i>EU 4</i></p>

	<ul style="list-style-type: none"> • What constitutes efficient practice? • How much practice is enough? • Does practice make perfect, or otherwise permanent?
<p>Knowledge: <i>Students will know . . .</i></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 proper shape of the lips or placement of the hand on the mallet. <p><i>EU3</i></p> <ul style="list-style-type: none"> • the range of their instrument. • the characteristics of tone quality on their instrument. <p><i>EU4</i></p> <ul style="list-style-type: none"> • how to manage their time efficiently. • the value of mastering a skill over the duration of time practiced . • the tools necessary for practicing efficiently. 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • sit or stand in the correct position specific to your individual instrument. • demonstrate proper hand position for all instruments. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • demonstrate a characteristic tone specific to their instrument using correct embouchure or mallet grip. <p><i>EU3</i></p> <ul style="list-style-type: none"> • perform an achievable range on the instrument. • demonstrate a characteristic tone on their instrument. <p><i>EU4</i></p> <ul style="list-style-type: none"> • produce a practice organizer to monitor the efficiency of their personal practice. • demonstrate steady progress in regards to instrumental techniques and skill mastery. • effectively use a metronome and tuner.
<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 proper air support and breath control while performing long tone exercises (A)
- Perform air support and breath control exercises from The Breathing Gym (A,M,T)
- Listen to exemplars of professional musicians and critique their performance (A, M)
- Identify and discuss various tone qualities and ranges of musicians within professional recordings (M)
- Create a visual representation of range and tone qualities (M)
- Perform required literature with good tone quality, proper breath support and proper instrumental techniques (T)
- Use method books to acquire and measure progress of range and characteristic tone quality. (A, M, T)
- Maintain practice logs within personal improvement journals to document and measure steps in performance facility and efficiency (M,T)