

Course Title – Foundations In Band	
Implement start year – 2018-2019	
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Unit # 3 – Performance	
Transfer Goal – Students will be able to independently use their learning of instrumental techniques and musicianship to perform at an increasingly higher level.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 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>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 style="text-align: center;">21st Century Themes (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> <p style="text-align: center;">21st Century Skills</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>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><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> appearance and behavior have an effect on both the overall performance and the audience's perception.</p> <p><i>EU 2</i> effectively interpreting multiple styles of literature enhances the quality of a performance.</p> <p><i>EU 3</i> interpretation allows for freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 4</i> performing for others provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> a performer's commitment, character and professionalism affect the</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why is the performer's appearance important? • 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"> • Why do details matter? • How is familiarity with a musical style evident in performance? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How much liberty do both the individual performers and the conductor have to interpret a composition? • How does a conductor interpret a musical composition? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • Why do public performances enhance the level of a band's musical achievement? • How does music contribute to the culture of a society? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How do defined expectations change a group? • Why are there consequences of an individual's actions on the band?

<p>quality of the performance ensemble as a whole.</p>	
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • acceptable concert etiquette for both the performers and audience members. • the ensemble dress code. • the effects of uniformity in appearance. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • that there is a long history of instrumental music which has evolved and changed over time. • that each style of music is made up of unique characteristics. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the elements of musical expression (dynamics, phrasing and tempo) and their effects on a performance. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • the schedule of events for the band as well as for other performing ensembles in the school. • music's role in the community. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • the fundamentals of commitment. • the importance of teamwork 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • describe and demonstrate acceptable concert etiquette. • explain the importance of uniform appearance . • analyze the characteristics of etiquette found in high quality performances. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify various styles of band literature, including marches, concert overtures, pop songs, Broadway medleys, as well as music from other cultures. • explain the unique characteristics that distinguish various genres of music. • apply characteristics of musical performance that distinguish various genres. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • perform music with proper and acceptable interpretation of dynamics, phrasing and style. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • perform for public events. • explain the role of music in society and its effects. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • identify and describe the ensemble code of conduct. • prepare for and attend all rehearsals and performances of the ensemble. • explain the need and importance of commitment in the life of a band member.

Stage 2 – Assessment Evidence

Other Recommended Evidence:

- The student will demonstrate proficiency of posture, hand position, and concert etiquette.
- 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 bands that demonstrate the proper use of performance etiquette (A)
- Identify appropriate behavior during concerts and other performances (A)
- Identify and describe the dress code of the band (A)
- Adhere to the proper dress code for concerts and performances (M)
- 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 and describe characteristics of various genres of band literature (A, M)
- Identify different performance styles/interpretations and phrasing techniques in a variety of concert band pieces and performances (A,M)
- 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)