



**Visual and Performing Arts - Music**  
**Grades 9 - 12**  
**Symphonic Band**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)*

## Wayne School District Curriculum Format

<b>Content Area/ Grade Level/ Course:</b>	Visual and Performing Arts - Music 9-12 Symphonic Band (Instrumental Instruction)
<b>Unit Plan Title:</b>	Unit #1 Introduction to the Ensemble Unit #2 Exploring style and technique Unit #3 Winter Summative performance Unit #4 Spring summative performance Unit #5 Final review <i>Instrumental Instruction will be an ongoing supplemental program to reinforce what is being studied in Symphonic Band, with specific guidance to individual performance and instrumental technique.</i>
<b>Time Frame</b>	Unit #1 - 3 weeks Unit #2 - 12 weeks Unit #3 - 11 weeks Unit #4 - 10 weeks Unit #5 - 3 weeks

**Anchor Standards/Domain\* \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

### NJSLS Visual and Performing Arts

- Music Ensembles (Standard 1.3C)
  - Anchor Standards 3, 4, 5, 6
- Music Harmonizing Instruments (Standard 1.3D)
  - Anchor Standards 2, 4, 7

### NJSLS Career Readiness, Life Literacies, and Key Skills

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)
- Creativity and Innovation
- Technology Literacy
- Anchor Standards for Speaking and Listening

### Unit Summary

Units in the performance based ensemble are continuous in nature. Based on the structure of the course our units are longer than most other subjects. Each unit features a different set of music that is used to drive aspects of instruction and set specific goals. Students are assessed throughout the unit on their progress and a final product is assessed during the performance. Applicable standards are noted and continuously assessed throughout. Units are designed to lead to major summative benchmarks such as concerts and public performances. Creative writing, self critique and listening skills will be developed and used through each unit to deepen student understanding.

### Standard Number(s)

**2020 New Jersey Student Learning Standards – Visual and Performing Arts**

- 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12adv.Re7a: Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
- 1.3D.12adv.Re7b: Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
- 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
- 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

#### **2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g. 8.2.2.ED.1).

#### **New Jersey Student Learning Standards for English Language Arts**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Essential Question(s)**

- What skills do we need to develop to be productive members of a performance ensemble?
- What is the process by which music and performance is created?
- What skills in communication and expression will help an individual or ensemble connect better with a musical work and audience?
- What level of commitment/dedication do we as ensemble members owe to each other and the literature being performed?

**Enduring Understandings**

- Music and performance involve a great deal of individual preparation and personal responsibility.
- The process of musical creation is as important as the product.
- Ensemble performance involves the learning and mastery of many individual and group skills.
- Music should be performed to communicate emotions and aesthetic experiences.

Check all that apply. <b>21st Century Themes</b>		Indicate whether these skills are <b>E - Encouraged, T - Taught, or A - Assessed</b> in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. <b>21st Century Skills</b>	
X	Global Awareness	E, T	Creativity and Innovation
X	Environmental Literacy	E, T, A	Critical Thinking and Problem Solving
	Health Literacy	E, T, A	Communication
X	Civic Literacy	E, T, A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/students will understand)**

- Students will learn the basic technical skills in order to be a productive member of a large ensemble.
- Students will learn the basic expressive skills in order to be productive members of a large ensemble.
- Students will gain an understanding of their role and responsibilities as individual musicians and ensemble members.
- Students will gain an understanding of the effectiveness of music to communicate emotion and tell stories.
- Students will learn the dedication and commitment necessary to succeed in a complicated, process-oriented activity.

**Assessments (Pre, formative, summative, other)**  
Denote required common assessments with an \*

Students will be assessed on both effort and attitude, as well as small and large-scale playing assignments. Effort will be assessed through the use of weekly practice vouchers which must be filled out and signed by both parent and student. Attitude will be based on the students' adherence to rehearsal procedure and etiquette. Small scale playing assignments, such as scale quizzes and seconds of literature, and large scale playing assignments such as concerts and auditions, will be used for summative assessments.

[Link to Shared Assessments Folder](#)

### Teaching and Learning Activities

<p>Activities</p>	<ul style="list-style-type: none"> <li>● Preparation of instruments and equipment</li> <li>● Daily rehearsal procedures</li> <li>● Warm routines</li> <li>● Sight reading</li> <li>● Skill development</li> <li>● Literature for study and performance</li> <li>● <a href="#">Link to Shared Activities Folder</a></li> </ul>
<p>Differentiation Strategies</p>	<ul style="list-style-type: none"> <li>● Time for assignment completion is adjusted based on student ability and experience.</li> <li>● Student experience and ability level are considered when choosing appropriate literature for study.</li> <li>● Strategy and flexible groups based on formative assessment or student choice</li> <li>● One:One conferring with teacher</li> <li>● Choice of narrative or persuasive text composition</li> <li>● Differentiated checklists and rubrics (if appropriate)</li> <li>● Student selected goals for writing</li> <li>● Consult mentor texts to support writing.</li> <li>● ELL Supports and Extension activities are included with each lesson</li> <li>● <a href="#">Differentiation Strategies for Special Education Students</a></li> <li>● <a href="#">Differentiation Strategies for Gifted and Talented Students</a></li> <li>● <a href="#">Differentiation Strategies for ELL Students</a></li> <li>● <a href="#">Differentiation Strategies for At Risk Students</a></li> </ul>

### Resources

- Literature to be performed
- Ensemble skill development books and materials
- Listen examples
- Internet resources
- Music Theory handouts and worksheets
- Audio recordings of ensemble