

**Englewood Public School District**  
**Concert Band**  
**Grades 9-12**  
**First Marking Period**

**Unit 1: Review and Introductions**

**Overview:** In this unit, students will review what they know of basic music theory or be introduced to it by way of demonstrations, music theory practice, instrumentation, musical literature and clips and videos. They will also be introduced to concert literature in order to begin preparations for the winter concert to take place in marking period two.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- A fundamental musical knowledge of key signatures, transpositions, meters and terminology is imperative to learning music.
- Exposure to diverse literature broadens the knowledge of style, harmonic architecture, instrumentation and history within the technical capabilities of the group
- By starting to draw on the knowledge indicated above, students can begin to learn a piece on their own

**Essential Questions:**

- How can having a fundamental foundation of musical theory assist in becoming a proficient musician?
- What aspects in musical literature tell the player how it should be performed?
- How can you draw on all of your knowledge gained to sight read a new piece?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>1.1.12.B.1</b> 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><b>1.3.12.B.2</b> Analyze how the <u>elements of music</u> are manipulated in original or prepared musical scores.</p> <p><b>1.3.12.B.1</b> 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><b>Topics</b></p> <p>Basic Music Theory</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Exhibit a basic understanding of clef, key signatures, systems and measure numbers</li> <li>Display more in-depth knowledge of score reading, articulation and basic chord analysis.</li> <li>Explain how different musical elements (texture, tonality, rhythm) determine how a composition is performed.</li> <li>Students will be able to use musical clues to interpret and sight read advanced musical literature, either in a large ensemble or individually</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to both read and write music according to the strategies and foundational knowledge already displayed in a series of individual, small group and class activities. <b>(6.1.12.D.3.e)</b></li> <li>Students will watch a series of concerts/clips of concert bands and provide an observation exercise in which they identify time signature, meter, rhythm, tonality and chords in a small group activity. <b>(NJLSA.R7)</b></li> <li>Students will participate in a series of demonstrations by the teacher involving counting out rhythms aloud, by clapping, tapping, or using cultural percussion instruments. <b>(SL.9-10.1)</b></li> <li>Students will listen to scales being played by</li> </ul>	<ul style="list-style-type: none"> <li>Professional recordings</li> <li>Teacher expertise, knowledge and experience</li> <li>Video Clips of musicians</li> <li>Lined paper</li> <li>Metronome</li> <li>CD Player</li> <li>DVD player/laptop</li> <li>Instrument of choice</li> <li><a href="https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures">https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures</a></li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Feedback on practice/performance</li> <li>Feedback on reading/writing music activities</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Music Theory Exercises</li> <li>Observation Identification Project</li> <li>Scale Identification Activity</li> <li>Practice/Performance</li> <li>Rhythm Demonstration Activity</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>Students will be permitted to execute any of these activities privately, or at different times.</li> </ul>

		a variety of instruments and have to identify the scales. (NJSLSA.R7)		
	<p><b>Topics</b></p> <p>Introduction to Concert Literature</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Apply musical theory knowledge and practice to the playing of chosen practice pieces before Winter Concert Practice Begins.</li> <li>• Hone sight-reading skills and ability.</li> <li>• Become introduced a variety of styles and genres of literature to be played during the winter concert.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will engage in the reading/listening of one, traditional American piece and learning its historical impact. (6.1.12.D.3.e)</li> <li>• Students will begin experimentally practicing with musical literature from different countries and cultures in order to make an informed decision on the winter concert repertoire. (6.1.12.D.3.e)</li> <li>• Students will write a one-page reflection paper based on how their working knowledge of music theory has made them a better musician.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://nafme.org/how-do-you-choose-music-for-your-christmasholidaywinter-or-non-holidaydecember-concert/">https://nafme.org/how-do-you-choose-music-for-your-christmasholidaywinter-or-non-holidaydecember-concert/</a></li> <li>• <a href="https://www.wikihow.com/Write-a-Reflection-Paper">https://www.wikihow.com/Write-a-Reflection-Paper</a></li> <li>• <a href="https://en.wikipedia.org/wiki/List_of_concert_band_literature">https://en.wikipedia.org/wiki/List_of_concert_band_literature</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Category:Concert_band_pieces">https://en.wikipedia.org/wiki/Category:Concert_band_pieces</a></li> <li>• <a href="https://www.smartmusic.com/blog/cr">https://www.smartmusic.com/blog/cr</a></li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Practice Review by Teacher</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Reflection Paper</li> <li>• Student Practice/Performance</li> <li>• Sight-Reading Activities</li> </ul> <p><b>Alternate Assessment:</b></p> <ul style="list-style-type: none"> <li>• Rather than write answers to a written assessment, students will be able to exhibit their knowledge in various ways that are aligned with their modifications such as verbalize answers, demonstrate ability, etc.</li> </ul>

		<p><b>(W.9-10.2)</b></p> <ul style="list-style-type: none"> <li>Students will participate in the introduction of the history of several pieces of the Concert Literature to be played for the Winter Performance in the next unit by way of discussion and research.</li> </ul> <p><b>(NJSLSA.R1)</b> <b>(6.1.12.D.3.e)</b></p> <ul style="list-style-type: none"> <li>Students will engage in several practices in order to hone their sight-reading skills and ability.</li> </ul>	<p><u><a href="#">eating-concert-preparation-checklist/</a></u></p> <ul style="list-style-type: none"> <li><u><a href="https://www.smartmusic.com/blog/preparing-students-first-concert-year/">https://www.smartmusic.com/blog/preparing-students-first-concert-year/</a></u></li> <li><u><a href="https://www.youtube.com/watch?v=6WSvfK2DqAs">https://www.youtube.com/watch?v=6WSvfK2DqAs</a></u></li> </ul>	
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#### **Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/) Music has limited language barriers due to the nature of the curriculum.

***Students at risk of school failure:***

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. More time will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology visually</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls for Musical Vocabulary</li> <li>● Use peer readers/partners for instructional purposes</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study (private performances)</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content (selecting own music)</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>● Use project-based music learning to connect music with global cultures and history.</li> <li>● Structure the learning around explaining or solving a social or community-based issue through song.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● Provide a mentorship program in which students can develop their musicianship and leadership skills.</li> </ul>

**Interdisciplinary Connections:****ELA - NJSLS/ELA:**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.W1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**SL.9-10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

**W.9-10.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Social Studies:**

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

**Career Ready Practices:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence

**Integration of Technology Standards NJSLS 8:**

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

**Integration of 21st Century Standards NJSLS 9:**

**9.2.12.C.1-** Review career goals and determine steps necessary for attainment.

**9.2.12.C.3-**Identify transferable career skills and design alternate career plans.

**Key Vocabulary:**

Melody, Pitch, Harmony, Key signatures, Scales, Spider Fingers, Chords, Tabs, Open Chords