

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

**Unit 3: The Development of Technical Skills**

**Overview:** The purpose of this unit is to take the foundational knowledge presented in the first half of the year and apply it to the mastery of instrumentation in the second half. After having attained basic musical theory knowledge and application, it is now time for students to hone their craft and skill in order to move from beginner to advanced techniques. Students will also learn how to achieve balance while working and playing with other musical groups such as Chorales and Ensembles.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Music expands understanding of the world, its people, and one's self.
- Music is a universal language.
- Consistent and quality practice habits lead to mastery of musical skills, preparation for performance, and a sense of achievement.

**Essential Questions:**

- How does my individual participation benefit the whole ensemble?
- What are the elements of music?
- What are the characteristics of an ensemble that gives an effective performance?
- What criteria do we use to evaluate a performance?

| Standards  | Topics and Objectives   | Activities   | Resources  | Assessments  |
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| <p><b>1.3.12.B.3</b><br/> <b>Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</b></p> <p><b>1.3.12.B.4</b><br/> <b>Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</b></p> <p><b>1.1.12.B.1</b><br/> <b>Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and</b></p> | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Composition</li> <li>• Notation</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will use their background knowledge and apply it to more advanced techniques.</li> <li>• Students will apply these new skills and abilities to the introduction of new concert literature for the spring concert</li> </ul> | <ul style="list-style-type: none"> <li>• Students will compose melodies in two different styles, altering the melody to demonstrate their understanding of how the melody supports the style.<br/>(6.1.12.D.3.e)</li> <li>• Students will create/notate and perform on their instruments eight measure melodies to support a short, one page narrative they will write for children.<br/>(NJSLA.W3)</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.<br/>(SL.9-10.1)</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="https://corcoranhigshschoolmusic.weebly.com/uploads/2/9/2/8/29287141/practice_rhythm_sheets.pdf">https://corcoranhigshschoolmusic.weebly.com/uploads/2/9/2/8/29287141/practice_rhythm_sheets.pdf</a></li> <li>• <a href="http://www.bsmny.org/exploring-music/features/practical-guides/a-beginners-guide-to-composing/">http://www.bsmny.org/exploring-music/features/practical-guides/a-beginners-guide-to-composing/</a></li> <li>• <a href="https://study.com/academy/lesson/music-notation-lesson-plan.html">https://study.com/academy/lesson/music-notation-lesson-plan.html</a></li> <li>• Teacher demonstrations</li> <li>• Sheet Music</li> <li>• Instruments</li> <li>• Metronome</li> </ul> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Feedback on compositions</li> <li>• Rhythm Participation Practice</li> <li>• Feedback on performances</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Composition Piece</li> <li>• Notation Activity</li> <li>• Performance</li> </ul> <p><b>Benchmark Assessment:</b><br/> Common Formative Assessment</p> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students analyze and critique their own performances as well as others</li> <li>• Written assignments</li> </ul> |

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| <p><b>manipulated to establish unity and variety in genres of musical compositions.</b></p> | <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Transcribe</li> <li>• Concert Literature discussion/Introduction</li> </ul> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will use their background knowledge and apply it to more advanced techniques.</li> <li>• Students will participate in the nuanced activity of improvisation, building both skills and confidence in their musical growth.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will listen to different concert bands performing and then transcribe Baroque chorales for instrumental quartets <b>(6.1.12.D.3.e)</b></li> <li>• Students will improvise melodies over a standard blues progression performing on instruments, while communicating and collaborating with peers. <b>(SL.9-10.1)</b></li> <li>• Students will write a one-page reflection paper on the emotions that blues progressions evoke and how it is a successful and meaningful tool to impact both culture and society. <b>(6.1.12.D.3.e)</b></li> </ul> | <ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Sheet Music</li> <li>• Instruments</li> <li>• Metronome</li> <li>• <a href="https://stevetres.com/wp-content/uploads/2016/11/10-Improvisation-Games.pdf">https://stevetres.com/wp-content/uploads/2016/11/10-Improvisation-Games.pdf</a></li> <li>• <a href="https://www.seventhstring.com/resources/howtotranscribe.html">https://www.seventhstring.com/resources/howtotranscribe.html</a></li> </ul> | <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Feedback on performance practice</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Performance/Participation</li> <li>• Reflection Paper</li> <li>• Sight Reading Performance Assessment</li> </ul> <p><b>Alternative 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>Topics</b></p> <p>Introduction of Literature and Preparation for Spring Concert</p>  | <ul style="list-style-type: none"> <li>• Students will begin experimentally practicing with musical literature from different countries and</li> </ul>  | <ul style="list-style-type: none"> <li>• Teacher demonstrations</li> <li>• Sheet Music</li> </ul>   | <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Feedback on Practices</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Performances</li> </ul>  |

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|  | <p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students will apply these new skills and abilities to the introduction of new concert literature for the spring concert.</li> <li>How to achieve balance when working with additional ensembles and Chorales.</li> </ul> | <p>cultures in order to make an informed decision on the concert repertoire. <b>(6.1.12.D.3.e)</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. <b>(NJSLSA.R1) (6.1.12.D.3.e)</b></li> <li>Students will engage in several practices in order to hone their sight-reading skills and ability.</li> <li>Students will engage in several practices in order to practice achieving the balance necessary when incorporating multiple musical ensembles.</li> </ul> | <ul style="list-style-type: none"> <li>Instruments</li> <li>Metronome</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/creating-concert-preparation-checklist/">https://www.smartmusic.com/blog/creating-concert-preparation-checklist/</a></li> <li><a href="https://www.smartmusic.com/blog/preparing-students-first-concert-year/">https://www.smartmusic.com/blog/preparing-students-first-concert-year/</a></li> <li><a href="https://www.youtube.com/watch?v=6WSvfK2DqAs">https://www.youtube.com/watch?v=6WSvfK2DqAs</a></li> </ul> | <ul style="list-style-type: none"> <li>Research Project</li> <li>Cultural Music Project</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students analyze and critique their own performances as well as others</li> <li>Written assignments</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></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-</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></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</li></ul> |

- Provide visual aides
- Provide additional time to complete a task
- Use graphic organizers

auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide opportunities for students to connect with people of similar backgrounds through shared musical style preferences

- issue through song.
- Collaborate with after-school programs or clubs to extend learning opportunities.
- Provide a mentorship program in which students can develop their musicianship and leadership skills.

### Interdisciplinary Connections:

#### ELA - NJSL/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.

#### 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.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

**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:**

Composition, Rhythm