

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

**Unit 4: Spring Season**

**Overview:** This unit is primarily a performance unit in that the students participate in the practices and performances of both the Spring Concert and for High School Graduation ceremonies. Students will culminate all skills cultivated throughout the year in order to showcase them in these two, main events.

**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>1.4.12.B.1</b> Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p><b>1.4.12.B.2</b> Evaluate how an artist's technical proficiency may affect the creation or performance of a composition as well as how the context in which a piece is performed may impact perceptions of its significance/meaning.</p> <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</p>	<p><b>Topics</b> 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 several, American pieces and learn their historical impact. <b>(6.1.12.D.3.e)</b></li> <li>Students will begin experimentally practicing with musical literature from different countries and cultures in order to make an informed decision on the concert repertoire. <b>(6.1.12.D.3.e)</b></li> <li>Students will write a one-page reflection paper based on one how their working knowledge of music theory has made them a better musician throughout the year. <b>(W.9-10.2)</b></li> </ul> <p>Students will finalize repertoire for both Spring Concerts and Graduation. <b>(W.9-10.2)</b></p>	<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.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://music.psu.edu/bands/repertoire#2015-2016">https://music.psu.edu/bands/repertoire#2015-2016</a></li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>Student Practice/Performance</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Reflection Paper</li> <li>Sight-Reading Activities</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <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>

compositions.			<ul style="list-style-type: none"> <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> </ul>	
	<p><b>Topics</b> Spring Concert Preparation and Performance</p> <p><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 with a variety of musical literature and styles.</li> </ul>	<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 Spring and Graduation Performances by way of discussion and research. (NJSLSA.R1) (6.1.12.D.3.e)</li> <li>• Students will engage in practices in order to hone their sight-reading skills and ability and create a cohesive sound.</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.smartmusic.com/blog/latest-minute-tips-for-contest-and-spring-concert-">https://www.smartmusic.com/blog/latest-minute-tips-for-contest-and-spring-concert-</a></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> <li>• Research Project</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><u>preparation/</u></p> <ul style="list-style-type: none"> <li>• <a href="https://www.smartmusic.com/blog/cr-eating-concert-preparation-checklist/">https://www.smartmusic.com/blog/cr-eating-concert-preparation-checklist/</a></li> </ul>	
	<p><b>Topics</b></p> <p>Assessments and Evaluations</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will be able to assess their own progress throughout the year by creating and providing self-assessments</li> <li>• Students will participate in peer evaluations of skills learned throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will both create and fill out a self-assessment based upon their progression this year including what they think they have mastered and what skill they have yet to accomplish.</li> <li>• Students will participate in a goal setting activity in which they write down a skill they would like to hone for next year that was covered throughout the school year. (NJSLSA.W3)</li> <li>• Students will have an opportunity to showcase the skill they believe they excel in in a small performance for peers, for them to review and evaluate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher expertise, knowledge and experience</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://qualityinstruction.org/blogs/thoughts/5-strategies-that-work-for-self-peer-assessment">https://qualityinstruction.org/blogs/thoughts/5-strategies-that-work-for-self-peer-assessment</a></li> <li>• <a href="https://www.nvcc.edu/assessment/docs/FTW5.usingrubricsmeasurestuperf-spr13.pdf">https://www.nvcc.edu/assessment/docs/FTW5.usingrubricsmeasurestuperf-spr13.pdf</a></li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer Assessment</li> <li>• Self-Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Goal Setting Activity</li> <li>• Peer Performance</li> </ul> <p><b>Alternative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Written assignments</li> <li>• Group critique: Students evaluate performance throughout the unit as well as at the conclusion</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</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> </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</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> </ul>

<p>Musical Vocabulary</p> <ul style="list-style-type: none"> <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>● 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>	<p>instructions by modeling what the student is expected to do</p> <ul style="list-style-type: none"> <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>● 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>
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**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.

**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.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:**

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