

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

Unit 2: Winter Season

Overview: In this unit of study, students will hone and apply their musical theory knowledge and skills to the practice and preparation of the winter concert. Students will use several strategies and methods of practice such as scale identifications and sight-reading, demonstrations, small group participation and band practice as a whole.

Time Frame: One Marking Period

Enduring Understandings:

- Combining musical knowledge of key signatures, transpositions, and meters with exposure to diverse literature, students as individuals will contribute to the group performance.
- Learning about style, harmonic architecture, instrumentation and history helps to broaden students' cultural life as well as appreciation of various types of music.

Essential Questions:

- How does practice improve performance?
- How does basic knowledge and application of music theory and scale practice improve musicianship?
- How does exposure to various musical styles and eras influence what and how we play?

Standards	Topics and Objectives	Activities	Resources	Assessments
<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 nuance and perform excerpts with accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the <u>elements of music</u> are manipulated in original or prepared musical scores.</p>	<p>Topics</p> <p>Winter Concert Preparation and Performance</p> <p>Objectives</p> <ul style="list-style-type: none"> • Application of basic understanding of clef, key signatures, systems and measure numbers • Display mastery of score reading, articulation and basic chord analysis • Students will be able to use musical clues to interpret and sight read advanced musical literature, either in a large ensemble or individually 	<ul style="list-style-type: none"> • Students will be exposed to various musical styles and eras in a series of lectures, videos, demonstrations and visual presentations. (6.1.12.D.3.e) • Students will discuss as a class a repertoire incorporating several of the styles/eras studied fitting of the winter concert; choosing diverse musical literature representative of multiple cultures. (6.1.12.D.3.e) • Students will apply their basic theory knowledge in preparation and practice for the winter concert in small groups; separated by instrument and student-led. (SL.9-10.1) • Students will create a rubric designed to assess practice progress in order to encourage dedication and mastery 	<ul style="list-style-type: none"> • Sheet Music • Metronome • CD Player • DVD player/laptop • Instrument of choice • https://www.khanacademy.org/humanities/music/music-basics2/notes-rhythm/v/lesson-1-note-values-duration-and-time-signatures • https://nafme.org/how-do-you-choose-music-for-your-christmasholidaywinter-or-non-holidaydecember-concert/ • https://www.wikihow.com/Write-a-Reflection-Paper • https://en.wikipedia.org/wiki/List_of 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Feedback on exercises • Lecture/Demonstration Participation <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Music Theory Exercises • Class Discussions • Practice/Performance • Rubric <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Students will be permitted to execute any of these activities privately, or at different times and intervals.

		<p>of one's instrument.</p> <ul style="list-style-type: none"> Students will watch a series of concerts/clips of concert bands performing the same/similar repertoire and perform a class discussion on the composer's intention and the band's interpretation. (NJSLSA.R7) Students will write a one page reflection paper on the viewing of the clips, and how they would perform the same of similar pieces differently/the same. (SL.9-10.1) 	<p><u>concert band literature</u></p> <ul style="list-style-type: none"> https://music.psu.edu/bands/repertoire#2015-2016 https://en.wikipedia.org/wiki/Category:Concert_band_pieces https://www.youtube.com/watch?v=acaW-r0ctAE 	
	<p>Topics</p> <p>Major Scales</p> <p>Objectives</p> <ul style="list-style-type: none"> Apply musical theory knowledge and practice to the playing of chosen practice pieces before Winter Concert Practice Begins. 	<ul style="list-style-type: none"> Students will listen to a series of major scales being played by a variety of instruments and have to identify the scales in written form, as well as write them out in sheet music. (NJSLSA.R7) Students will write a one-page reflection paper based on one how their working knowledge of music 	<ul style="list-style-type: none"> https://www.musictheory.net/lessons/57 https://www.wikihow.com/Sample/Reflection-Paper https://www.youtube.com/watch?v=qjboMLShH2M https://www.youtube.com/watch?v=Ag1ta_HKt7U 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Scales practice <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performance/Participation Reflection Paper Sight Reading Performance Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> Rather than write answers to a written assessment, students will be able to exhibit their knowledge in various ways that are

	<ul style="list-style-type: none"> Hone sight-reading skills and ability. Perform and identify Major scales 	<p>theory and practice of scales has made them a better musician. (W.9-10.2)</p> <ul style="list-style-type: none"> Students will engage in several major scale practices in order to hone their sight-reading skills and ability. 	<ul style="list-style-type: none"> https://www.ditto-music.com/blog/want-to-be-a-better-musician-10-tips-for-playing-like-a-pro https://nafme.org/how-to-practice-sight-reading-in-15-minutes-a-day-in-just-4-steps/ 	<p>aligned with their modifications such as verbalize answers, demonstrate ability, etc.</p>
	<p>Topics</p> <p>Chromatic Scales</p> <p>Objectives</p> <ul style="list-style-type: none"> Apply musical theory knowledge and practice to the playing of chosen practice pieces before Winter Concert Practice Begins. Hone sight-reading skills and ability. Perform and identify Chromatic Scales 	<ul style="list-style-type: none"> Students will listen to a series of Chromatic scales being played by a variety of instruments and have to identify the scales in written form, as well as write them out in sheet music. (NJSLSA.R7) Students will write a one-page reflection paper based on one how their working knowledge of music theory and practice of scales has made them a better musician. (W.9-10.2) Students will engage in several major scale practices in order to hone their sight-reading 	<ul style="list-style-type: none"> https://www.musictheory.net/lessons/57 https://www.wikihow.com/Sample/Reflection-Paper https://nafme.org/how-to-practice-sight-reading-in-15-minutes-a-day-in-just-4-steps/ http://www.simplifyingtheory.com/chromatic-scale/ https://www.mymusictheory.com/for-students/grade-4/90-4-chromatic-scales 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> Feedback on participation <p>Summative Assessments:</p> <ul style="list-style-type: none"> Reflection Paper Sight Reading Performance Assessment <p>Alternative Assessment:</p> <ul style="list-style-type: none"> 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.

		skills and ability.		
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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/ 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"> ● Speak and display terminology visually ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls for Musical Vocabulary ● Use peer readers/partners for instructional purposes ● Give page numbers to 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Provide students with multiple choices for how they can 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study (private performances) ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content (selecting own music) ● Real world scenarios ● Student Driven Instruction ● Engage students with a variety of Musical practices to provide students with multiple entry points and multiple ways to demonstrate their

<p>help the students find answers</p> <ul style="list-style-type: none"> ● Provide a computer for written work ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● 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 	<p>understandings.</p> <ul style="list-style-type: none"> ● Use project-based music learning to connect music with global cultures and history. ● Structure the learning around explaining or solving a social or community-based 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.
<p>Interdisciplinary Connections:</p> <p>ELA - NJSL/ELA:</p> <p>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.</p> <p>NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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 <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>Social Studies:</p> <p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p>			

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, Chromatic Scales, Major Scales