

# Symphonic Band - Unit 1 - Instrumental Ensemble Procedures

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 1**  
Length: **1 week**  
Status: **Published**

## Standards

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### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Life Literacy and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to provide themselves with an organized/structured method of operation within a large performing group.

#### Concepts

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## **Essential Questions**

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- How do you properly store your instrument?
- How is band seating determined?
- How is music stored and care for on a daily basis?

## **Understandings**

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- Demonstration of proper time management to ensure readiness.
- Proper care of music and musical equipment.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- Industry standards of rehearsal etiquette & equipment care.

## **Skills**

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Students will be able to:

- Demonstration of proper time management to ensure readiness.
- Proper care of music and musical equipment.

## **Assessment and Resources**

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## **School Formative Assessment Plan (Other Evidence)**

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Teacher Review  
Demonstration  
Daily Tasks

## **School Summative Assessment Plan**

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Student Demonstration/Exhibit

## **Primary Resources**

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Text - Teaching Music Through Performance

## **Supplementary Resources**

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n/a

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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#### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

#### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

## **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

**SCIENCE - Music is exact, specific; it demands exact acoustics. A conductor's full score is a chart, a graph representation which indicates frequencies, intensities, volume, melody and harmony all at once and with the most exact control of time.**

**SOCIAL STUDIES – Various music repertoire spans generations and connects students to the past and as well as the present.**

**WORLD LANGUAGES – Most musical terms are in Italian. German or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.**

**VISUAL/PERFORMING ARTS – Music and music making provide an authentic artistic experience full of personal expression, aesthetic beauty and undeniable emotion.**

**APPLIED TECHNOLOGY – Through the use of web based software music is observed, created and developed.**

**BUSINESS EDUCATION – Musicians quickly develop an appreciation for preserving their musical assets.**

**GLOBAL AWARENESS – Music offers students the ability to experience artistic and stylistic differences of many cultures from around the world.**

## **Learning Plan / Pacing Guide**

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### **Day 1: Classroom Procedures**

### **Day 2: Application of Classroom Procedures**



# Symphonic Band - Unit 2 - Instrumental Ensemble Techniques

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 1**  
Length: **4 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## **Essential Questions**

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- How is a mature characteristic tone produced on your instrument?
- How is a mature, balanced ensemble sound produced?

## **Understandings**

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Students will understand:

- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Awareness of self intonation and pitch correction strategies.
- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
- Facility Development – Scales/Etudes
- Use of proper phrasing in given pieces of music.
- Use of proper warm-up sequences needed to foster proper sound production.

## **Critical Knowledge and Skills**

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## **Knowledge**

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Students will know:

- How to make a characteristic tone on their instrument.
- How to interpret a large variety of expression markings.
- How to interpret a wide variety of rhythmic notations.
- How to interpret a wide variety of articulation markings.

## **Skills**

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Students will be able to:

- Apply a characteristic tone on their instrument.
- Apply a large variety of expression markings.



- Apply a wide variety of rhythmic notations.
- Apply a wide variety of articulation markings.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web Based Assignments (Smartmusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- Smartmusic Assignments

### **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

### **Supplementary Resources**

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Smartmusic Online System

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

**SCIENCE - Music is exact, specific; it demands exact acoustics. A conductor's full score is a chart. a graph representation which indicates frequencies, intensities, volume, melody and harmony all at once and with the most exact control of time.**

**SOCIAL STUDIES – Various music repertoire spans generations and connects students to the past and as well as the present.**

**WORLD LANGUAGES – Most musical terms are in Italian. German or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.**

**VISUAL/PERFORMING ARTS – Music and music making provide an authentic artistic experience full of personal expression, aesthetic beauty and undeniable emotion.**

**APPLIED TECHNOLOGY – Through the use of web based software music is observed, created and developed.**

**BUSINESS EDUCATION – Musicians quickly develop an appreciation for preserving their musical assets.**

**GLOBAL AWARENESS – Music offers students the ability to experience artistic and stylistic differences of many cultures from around the world.**

### **Learning Plan / Pacing Guide**

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**Week 1: Ensemble Warm-up Procedures**

**Week 2: Ensemble Focus: Breath Support (proper sustain of air)**

**Week 3: Ensemble Focus: Articulation (Technique of proper initiation of sound)**

**Week 4: Ensemble Focus: Release (Technique of proper stopping of sound)**

# Symphonic Band - Unit 3 - Ensemble Performance Preparation - Holiday Concert

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 2**  
Length: **8 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## Essential Questions

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- How do you prepare for public performance?
- What are key factors that affect your daily performance?
- What musical role does your section fit into?

## Understandings

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- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Awareness of self intonation and pitch correction strategies.
- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
- Facility Development – Scales/Etudes
- Use of proper phrasing in given pieces of music.
- Use of proper warm-up sequences needed to foster proper sound production.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

- How to make a characteristic tone on their instrument.
- How to interpret a large variety of expression markings.
- How to interpret a wide variety of rhythmic notations.
- How to interpret a wide variety of articulation markings.

- Instrumental techniques from selected repertoire
- Music vocabulary from selected repertoire
- Rhythmic notation from selected repertoire

## **Skills**

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Students will be able to:

- Apply a characteristic tone on their instrument.
- Apply a large variety of expression markings.
- Apply a wide variety of rhythmic notations.
- Apply a wide variety of articulation markings.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web-based assignments (SmartMusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- SmartMusic Assignments

## **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

## **Supplementary Resources**

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Smartmusic Online

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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### **Differentiated Instruction**

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- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.



### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

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developed.

**BUSINESS EDUCATION – Musicians quickly develop an appreciation for preserving their musical assets.**

**GLOBAL AWARENESS – Music offers students the ability to experience artistic and stylistic differences of many cultures from around the world.**

### **Learning Plan / Pacing Guide**

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**Week 1: Holiday repertoire #1 - Content: Skills required to perform selection**

**Smartmusic rhythm assignment #1**

**Week 2: Holiday repertoire #2 - Content: Skills required to perform selection**

**Smartmusic rhythm assignment #2**

**Week 3: Holiday repertoire #3 - Content: Skills required to perform selection**

**Smartmusic rhythm assignment #3**

**Week 4: Holiday repertoire #4 - Content: Skills required to perform selection**

**Smartmusic rhythm assignment #4**

**Week 5: Holiday repertoire #5 - Content: Skills required to perform selection**

**Smartmusic rhythm assignment #5**

**Week 6: Holiday repertoire development Content: Ensemble roles & responsibilities**

**Smartmusic rhythm assignment #6**

**Week 7: Holiday repertoire development Content: Ensemble roles & responsibilities**

**Smartmusic rhythm assignment #7**

**Week 8: Group rehearsals & public display of skills**

**Smartmusic rhythm assignment #8**

# Symphonic Band - Unit 4 - Sight Reading Development

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 2**  
Length: **4-6 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## Essential Questions

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- How can we improve our sight reading?
- What are the challenges of sight reading?
- What are the four key musical items you should observe when looking at a piece of music for the first time?
- What is more important to focus on when sight reading- pitch or rhythm?

## Understandings

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- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Awareness of self intonation and pitch correction strategies.
- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
- Facility Development – Scales/Etudes
- Use of proper phrasing in given pieces of music.
- Use of proper warm-up sequences needed to foster proper sound production.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

- How to make a characteristic tone on their instrument.
  - How to interpret a large variety of expression markings.
  - How to interpret a wide variety of rhythmic notations.
  - How to interpret a wide variety of articulation markings.
- 
- Methods for successful rhythm reading
  - Methods for successful tonal reading

## **Skills**

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Students will be able to:

- Apply a characteristic tone on their instrument.
  - Apply a large variety of expression markings.
  - Apply a wide variety of rhythmic notations.
  - Apply a wide variety of articulation markings.
- 
- Experience and appreciate a variety of core concert band repertoire
  - Rhythmic interpretation development
  - Understanding music of different genres or musical eras.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web-based Assignments (SmartMusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- SmartMusic Assignments

## **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

## **Supplementary Resources**

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Smartmusic Online

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

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### **Differentiated Instruction**

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#### **Gifted Students (N.J.A.C.6A:8-3.1)**

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#### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.

- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

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### **Learning Plan / Pacing Guide**

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**Week 1: Sight reading Selection #1 & #2**

**Smartmusic rhythm assignment #9**

**Week 2: Sight reading Selection #3 & #4**

**Smartmusic rhythm assignment #10**

**Week 3: Sight reading Selection #5 & #6**

**Smartmusic rhythm assignment #11**

**Week 4: Sight reading Selection #7**

**Smartmusic rhythm assignment #12**

**Week 5: Sight reading Selection #8**

**Smartmusic rhythm assignment #13**

**Week 6: Sight reading Selection #9**

**Smartmusic rhythm assignment #14**



# Symphonic Band - Unit 5 - Ensemble Performance Preparation - Chamber Ensemble Concert

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 3**  
Length: **2 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## Essential Questions

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- How is performing with a small group different than performing with a large group?

## Understandings

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- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Awareness of self intonation and pitch correction strategies.
- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
- Facility Development – Scales/Etudes
- Use of proper phrasing in given pieces of music.
- Use of proper warm-up sequences needed to foster proper sound production.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

- How to make a characteristic tone on their instrument.
- How to interpret a large variety of expression markings.
- How to interpret a wide variety of rhythmic notations.
- How to interpret a wide variety of articulation markings.

### Skills

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Students will be able to:

- Apply a characteristic tone on their instrument.
- Apply a large variety of expression markings.
- Apply a wide variety of rhythmic notations.
- Apply a wide variety of articulation markings.

- Actively listening while playing to maintain consistent musical interpretation.
- Actively listening while playing to maintain steady pulse.
- Playing within a small ensemble
- Recognizing inherent characteristics of music of different meters, tonalities and keys.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web-based Assignments (SmartMusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- SmartMusic Assignments

### **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

### **Supplementary Resources**

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Smartmusic Online

### **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials

are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

**SCIENCE - Music is exact, specific; it demands exact acoustics. A conductor's full score is a chart. a graph representation which indicates frequencies, intensities, volume, melody and harmony all at once and with the most exact control of time.**

**SOCIAL STUDIES – Various music repertoire spans generations and connects students to the past and as well as the present.**

**WORLD LANGUAGES – Most musical terms are in Italian. German or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.**

**VISUAL/PERFORMING ARTS – Music and music making provide an authentic artistic experience full of personal expression, aesthetic beauty and undeniable emotion.**

**APPLIED TECHNOLOGY – Through the use of web based software music is observed, created and developed.**

**BUSINESS EDUCATION – Musicians quickly develop an appreciation for preserving their musical assets.**

**GLOBAL AWARENESS – Music offers students the ability to experience artistic and stylistic differences of many cultures from around the world.**

### **Learning Plan / Pacing Guide**

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#### **Week 1: Small Ensemble Repertoire #1**

**Smartmusic rhythm assignment #15**

#### **Week 2: Small Ensemble Repertoire #2**

**Smartmusic rhythm assignment #16**



# Symphonic Band - Unit 6 - Ensemble Performance Preparation - Spring Concert

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 4**  
Length: **8-9 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## Essential Questions

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- How do you develop your facility on your instrument?
- How is articulation important to your quality of your sound production?
- What are a performer's individual responsibilities to the performance ensemble?
- What can a musician do to develop their performance quality?

## Understandings

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- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Awareness of self intonation and pitch correction strategies.
- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
- Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
- Facility Development – Scales/Etudes
- Use of proper phrasing in given pieces of music.
- Use of proper warm-up sequences needed to foster proper sound production.

## Critical Knowledge and Skills

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## Knowledge

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Students will know:

- How to make a characteristic tone on their instrument.
- How to interpret a large variety of expression markings.
- How to interpret a wide variety of rhythmic notations.
- How to interpret a wide variety of articulation markings.

## Skills

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Students will be able to:

- Apply a characteristic tone on their instrument.

- Apply a large variety of expression markings.
- Apply a wide variety of rhythmic notations.
- Apply a wide variety of articulation markings.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web-based Assignments (SmartMusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- SmartMusic Assignments

### **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

### **Supplementary Resources**

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Smartmusic Online

## **Technology Integration and Differentiated Instruction**

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## **Technology Integration**

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### **● Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

### **● One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

## **Differentiated Instruction**

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### **Gifted Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

### **English Language Learners (N.J.A.C.6A:15)**

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

### **Special Education Students (N.J.A.C.6A:8-3.1)**

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

### **Interdisciplinary Connections**

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**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

**SCIENCE - Music is exact, specific; it demands exact acoustics. A conductor's full score is a chart. a graph representation which indicates frequencies, intensities, volume, melody and harmony all at once and with the most exact control of time.**

**SOCIAL STUDIES – Various music repertoire spans generations and connects students to the past and as well as the present.**

**WORLD LANGUAGES – Most musical terms are in Italian. German or French; and the notation is certainly not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language.**

**VISUAL/PERFORMING ARTS – Music and music making provide an authentic artistic experience full of personal expression, aesthetic beauty and undeniable emotion.**

**APPLIED TECHNOLOGY – Through the use of web based software music is observed, created and developed.**

**BUSINESS EDUCATION – Musicians quickly develop an appreciation for preserving their musical**

assets.

**GLOBAL AWARENESS – Music offers students the ability to experience artistic and stylistic differences of many cultures from around the world.**

### **Learning Plan / Pacing Guide**

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#### **Week 1: Concert Repertoire #1**

**Smartmusic rhythm assignment #17**

#### **Week 2: Concert Repertoire #2**

**Smartmusic rhythm assignment #18**

#### **Week 3: Concert Repertoire #3**

**Smartmusic rhythm assignment #19**

#### **Week 4: Concert Repertoire #4**

**Smartmusic rhythm assignment #20**

#### **Week 5: Concert Repertoire #5**

**Smartmusic rhythm assignment #21**

#### **Week 6: Concert Repertoire #1-5**

**Smartmusic rhythm assignment #22**

#### **Week 7: Concert Repertoire #1-5**

**Smartmusic rhythm assignment #23**

## **Week 8: Concert Repertoire #1-5**

**Smartmusic rhythm assignment #24**

## **Week 9: Group Rehearsals & Public Performance**

**Smartmusic rhythm assignment #25**

# Symphonic Band - Unit 7 - Ensemble Concert Performance Preparation - Graduation Performance

Content Area: **Music**  
Course(s): **BAND I, BAND II, BAND III, BAND IV**  
Time Period: **Marking Period 4**  
Length: **3 weeks**  
Status: **Published**

## Standards

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### Life Literacies and Key Skills (2020)

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TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy

### Visual and Performing Arts Standards (2020)

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MU.9-12.1.3B.12acc.Cn	Connecting
MU.9-12.1.3C.12acc.Cr	Creating
MU.9-12.1.3C.12acc.Pr	Performing
MU.9-12.1.3C.12acc.Re	Responding

### Transfer Goals and Career Ready Practices

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#### Transfer Goals

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Students will be able to independently use their learning to enhance their musical skill and proficiency through daily rehearsal and guidance.

#### Concepts

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## Essential Questions

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- How can music enhance an event?
- What should be considered when selecting repertoire for a specific event?

## Understandings

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- Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
  - Awareness of self intonation and pitch correction strategies.
  - Demonstration of proper physical instrumental techniques necessary to create a mature characteristic tone.
  - Determining when a given part is a primary focus(melody) , secondary focus (counter-melody), or tertiary focus (rhythmic/harmonic support)
  - Facility Development – Scales/Etudes
  - Use of proper phrasing in given pieces of music.
  - Use of proper warm-up sequences needed to foster proper sound production.
- 
- Understanding and performing selected repertoire in the appropriate style.
  - Understanding performance role and how each performer/part has differing responsibilities.

## Critical Knowledge and Skills

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### Knowledge

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Students will know:

- How to make a characteristic tone on their instrument.
- How to interpret a large variety of expression markings.
- How to interpret a wide variety of rhythmic notations.
- How to interpret a wide variety of articulation markings.

### Skills

---

Students will be able to:

- Apply a characteristic tone on their instrument.

- Apply a large variety of expression markings.
- Apply a wide variety of rhythmic notations.
- Apply a wide variety of articulation markings.

## **Assessment and Resources**

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### **School Formative Assessment Plan (Other Evidence)**

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- Class Participation
- Group Critique
- Group Observance
- Web-based Assignments (SmartMusic)

### **School Summative Assessment Plan**

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- Bi-Weekly Participation Grade
- Performance Participation
- SmartMusic Assignments

### **Primary Resources**

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Teacher created music/exercises

Sound Innovations text

Teacher selected repertoire

### **Supplementary Resources**

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Smartmusic Online

## **Technology Integration and Differentiated Instruction**

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### **Technology Integration**

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- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
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### **Differentiated Instruction**

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#### **At-Risk Students (N.J.A.C.6A:8-4.3c)**

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### **Interdisciplinary Connections**

---

**MATH - Music is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper.**

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### **Learning Plan / Pacing Guide**

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**Week 1: Graduation Repertoire**

**Week 2: Graduation Repertoire**

**Week 3: Public Performance**