HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM HHS FRESHMAN BAND AUGUST 2019

HHS Freshman Band Grade 9 Course Overview

This full year elective performance class for students in Grade 9 is a continuation of the district-wide band program which begins in 5th grade. Freshman Band meets every day for approximately 50 minutes. In addition, there is a pull-out, rotating lesson period for approximately 50 minutes once a week. These class times and lesson times provide approximately 300 minutes of total instruction per week. Because this is a performance-based class, students are expected to attend and perform in every performance scheduled for the ensemble. Above and beyond the times listed here for the classroom, there is an understanding that students will commit to additional personal practice time.

The New Jersey Core Curriculum Content Standards are addressed through the performance of band literature selected specifically to develop the students' skills and understanding of music in history and culture, compositional elements, ensemble performance, individual musicianship, critique, and self-reflection.

This 5-credit full-year course helps fulfill the state graduation requirements for "at least 5 credits in Visual and Performing Arts."

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for the Visual and Performing Arts.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Intonation,	15 minutes	1.1 The Creative	How does	Music changes	Warm up	Class discussion	Literacy	9.1 Content Statement
Tone, &	per class	Process: All	proper warm-up	over time due to	individually,	in which	Integration:	- Collaboration and
Warm-Up	period	students will	prepare the	cultural shifts,	using scales,	students are able	L.9-10.1.	teamwork enable
		demonstrate an	ensemble for	events in world	arpeggios, long	to explore the	Demonstrate	individuals or groups
		understanding of	rehearsals and	history, and	tones, lip slurs,	elements of	command of the	to achieve common
		the elements and	performances?	technological	et al., to	music guided by	conventions of	goals with greater
		principles that		advances.	properly	essential	standard English	efficiency.
		govern the	Why is it		prepare for the	questions.	grammar and	
		creation of works	important to	There are many	upcoming		usage when	9.1 Content Statement
		of art in dance,	properly warm	different reasons	rehearsal or	In-class and	writing or	- Leadership abilities
		music, theatre,	up before all	why music is	performance.	final	speaking.	develop over time
		and visual art.	rehearsals and	written and		performance		through participation in
			performances?	performed,	Warm up with	evaluation of	RL.9-10.5.	groups and/or teams
		1.3 Performance:		including	the ensemble,	student	Analyze how an	that are engaged in
		All students will	What is the	communication,	using listening,	understandings.	author's choices	challenging or
		synthesize those	importance of	emotional	breath support,		concerning how	competitive activities.
		skills, media,	intonation when	expression,	proper posture,	Identification of	to structure a text,	
		methods, and	rehearsing?	storytelling and	and tone	the elements of	order events	9.1 Content Statement
		technologies		the	production to	music within the	within it (e.g.,	- The nature of the
		appropriate to	What is the	commemoration	lend to the	context of	parallel plots),	21st-century workplace
		creating,	importance of	of a person or	success of the	listening and	and manipulate	has shifted, demanding
		performing,	intonation when	event.	ensemble.	reading scores	time (e.g., pacing,	greater individual
		and/or presenting	performing?			and individual	flashbacks) create	accountability,
		works of art in		Through the	Distinguish	parts.	such effects as	productivity, and
		dance, music,	How do an	study of the arts,	between a solo		mystery, tension,	collaboration.
		theatre, and	individual's	people learn to	sound and an	Sight-reading	or surprise.	
		visual art.	active listening	make informed	ensemble	exercises.		9.1.12.F.2 Demonstrate
			skills contribute	critical	sound in an		Health & Phys	a positive work ethic in
		1.4 Aesthetic	to the overall	judgments and	individual		Ed Integration:	various settings,
		Responses and	success of an	learn to respect	performer.		2.5 Content	including the
		Critique	ensemble?	one's own			Statement -	classroom and during
		Methodologies:		expression and	Utilize		Movement skill	structured learning
		All students will	What is the	those of others.	technology that		performance is	experiences.
		demonstrate and	importance of		will help		primarily	
		apply an	intonation	The critical	determine		impacted by the	9.4.12.A.11 Apply
		understanding of	during the	process of	intonation		quality of	active listening skills

arts philosophies,	warm-up	observing,	individually	instruction,	to obtain and clarify
judgment, and	process?	describing,	and within the	practice,	information.
analysis to works	1	analyzing,	ensemble.	assessment,	
of art in dance,	What	interpreting, and		feedback, and	9.4.12.A.41 Evaluate
music, theatre,	progression	evaluating leads	Analyze	effort.	organizational policies
and visual art.	should be taken	to informed	structure and		and procedures that
	in order to	judgments	intonation of	2.5 Content	contribute to
1.1.12.B.1	provide a sound	regarding the	warm-up	Statement -	continuous
Examine how	foundation for a	relative merits	exercises to	Individual and	improvement in
aspects of meter,	musical	of musical	develop active	team execution in	performance and
rhythm, tonality,	experience?	works.	listening skills.	games, sports,	compliance.
intervals, chords,	•			and other activity	1
and harmonic		Every individual	Use	situations is	9.4.12.C.(4).7
progressions are		contributes to	diaphragmatic	based on the	Demonstrate a varied
organized and		the quality of an	breathing with	interaction of	repertoire of music
manipulated to		ensemble	proper inhale	tactical use of	through vocal or
establish unity		performance.	and exhale	strategies,	instrumental
and variety in			technique to	positive mental	performance, alone and
genres of musical		Developing	produce a	attitudes,	with others, to show
compositions.		musicianship	quality sound.	competent skill	competence with
		skills requires		levels, and	fundamental elements
1.3.12.B.2		constant self-	Understand	teamwork.	used in the pathway.
Analyze how the		reflection and	how to tune		
elements of		critique.	individual	2.5.12.B.2 Apply	9.4.12.C.(4).14
music are			notes and notes	a variety of	Analyze aural
manipulated in		Technology	within chords	mental strategies	examples of musical
original or		impacts the	and apply that	to improve	compositions
prepared musical		creation and	knowledge to	performance.	representing diverse
scores.		performance of	the production		styles, cultures, and
		music.	of good	2.5.12.B.3	historical periods to
Content			ensemble	Analyze factors	build a broad
Statement -		Career insights	intonation.	that influence	understanding of the
Understanding of		are gained		intrinsic and	styles in the pathway.
how to		through the		extrinsic	
manipulate the		integration of		motivation and	CRP1. Act as a
elements of		knowledge and		employ	responsible and
music is a		ideas from		techniques to	contributing citizen
contributing		readings,		enhance	and employee.
factor to musical		observations,		individual and	
artistry.		discussions, and		team	
		hands-on-work.		effectiveness.	

Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	World Language Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text. CRP3. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	e y, n
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
History	30	1.2 History of the	How does	Music changes	Categorize	Teacher-led	Literacy Integration:	9.4.12.A.10
and	minutes	Arts and Culture All	culture shape the	over time due to	pieces of	discussion in	L.9-10.1. Demonstrate	Interpret verbal
Culture	per week	students will	sound of music?	cultural shifts,	music by	class regarding	command of the	and nonverbal
		understand the role,		events in world	genre and	stylistic and	conventions of standard	cues/behaviors to
		development, and	In what ways	history, and	time period.	era-specific	English grammar and	enhance
		influence of the arts	have	technological		musical	usage when writing or	communication.
		throughout history	technological	advances.	Compare and	nuances.	speaking.	
		and across cultures.	advances		contrast the			9.4.12.A.11
			changed the	There are many	usage of	Listening	RL.9-10.5. Analyze how	Apply active
		1.4 Aesthetic	sound of music	different reasons	elements of	activity where	an author's choices	listening skills to
		Responses and	over time?	why music is	rhythm,	students will	concerning how to	obtain and clarify
		Critique		written and	tempo, pitch	compare and	structure a text, order	information.
		Methodologies All	Why is knowing	performed,	and meter	contrast	events within it (e.g.,	
		students will	the history of	including	between	characteristics	parallel plots), and	9.4.12.C.(4).5
		demonstrate and	wind band and	communication,	musical	of what they	manipulate time (e.g.,	Demonstrate
		apply an	wind band	emotional	genres.	hear.	pacing, flashbacks)	knowledge of
		understanding of arts	repertoire	expression,			create such effects as	music theory to
		philosophies,	important to the	storytelling and	Evaluate the		mystery, tension, or	convey an
		judgment, and	understanding of	the	impact of		surprise.	understanding of
		analysis to works of	how to perform	commemoration	instrument			fundamental
		art in dance, music,	that type of	of a person or	design on the		Social Studies	themes and
		theatre, and visual	music in that	event.	composition		Integration:	patterns.
		art.	type of		and		6.1 U.S. History:	
			ensemble?	Through the	performance		America in the World All	9.4.12.C.(4).6
		1.2.12.A.1 Determine		study of the arts,	of music from		students will acquire the	Analyze aural
		how dance, music,	How do the	people learn to	various time		knowledge and skills to	examples of
		theatre, and visual art	elements of	make informed	periods.		think analytically about	musical
		have influenced	music differ	critical			how past and present	compositions
		world cultures	across time	judgments and	Make		interactions of people,	representing
		throughout history.	periods and	learn to respect	aesthetic		cultures, and the	diverse styles,
		1010101	cultures?	one's own	judgments		environment shape the	cultures, and
		1.2.12.A.2 Justify the	TT 1 -1	expression and	based on		American heritage.	historical periods
		impact of innovations	How does the	those of others.	personal		CONV. 11	to build a broad
		in the arts (e.g., the	exposure to		criteria for		6.2 World	understanding of
		availability of music	various cultures	The critical	determining		History/Global Studies	the styles in the
		online) on societal	influence	process of			All students will acquire	pathway.

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norms and habits of	individual,	observing,	musical		the knowledge and skills	0.4.12.07.43.7
mind in various	emotional, and	describing,	preference.		to think analytically and	9.4.12.C.(4).7
historical eras.	kinesthetic	analyzing,			systematically about how	Demonstrate a
	responses to	interpreting, and			past interactions of	varied repertoire
1.4.12.A.1 Use	music?	evaluating leads			people, cultures, and the	of music through
contextual clues to		to informed			environment affect issues	vocal or
differentiate between		judgments			across time and cultures.	instrumental
unique and common		regarding the				performance,
properties and to		relative merits			6.2 Content Statement -	alone and with
discern the cultural		of musical			Ideas developed during	others, to show
implications of works		works.			the Renaissance,	competence with
of dance, music,					Scientific Revolution,	fundamental
theatre, and visual		Every individual			Reformation, and	elements used in
art.		contributes to			Enlightenment led to	the pathway.
		the quality of an			political, economic, and	
1.4.12.B.2 Evaluate		ensemble			cultural changes that	CRP1. Act as a
how an artist's		performance.			have had a lasting	responsible and
technical proficiency					impact.	contributing
may affect the		Developing				citizen and
creation or		musicianship			6.2.12.D.2.a Determine	employee.
presentation of a		skills requires			the factors that led to the	
work of art, as well		constant self-			Renaissance and the	CRP2. Apply
as how the context in		reflection and			impact on the arts.	appropriate
which a work is		critique.			•	academic and
performed or shown		•			6.2.12.C.3.d Determine	technical skills.
may impact		Technology			how, and the extent to	
perceptions of its		impacts the			which, scientific and	CRP4.
significance/meaning.		creation and			technological changes,	Communicate
		performance of			transportation, and new	clearly and
		music.			forms of energy brought	effectively and
					about massive social,	with reason.
		Career insights			economic, and cultural	
		are gained			changes.	CRP5. Consider
		through the				the
		integration of			6.3 Active Citizenship in	environmental,
		knowledge and			the 21st Century All	social and
		ideas from			students will acquire the	economic
		readings,			skills needed to be	impacts of
		observations,			active, informed citizens	decisions.
		discussions, and			who value diversity and	decisions.
		hands-on-work.			promote cultural	
l .	l	nanas-on-work.	<u>l</u>	l	promote cultural	l .

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Individual	Approx.	1.3 Performance	How does proper	Music changes	Exhibit proper	Individual	Literacy	9.1 Content
Performance	150	All students will	instrument	over time due to	playing posture	and/or recorded	Integration:	Statement - The
Skills and	minutes	synthesize those	carriage and	cultural shifts,	in a variety of	scale, etude, or	L.9-10.1.	nature of the
Technique	per	skills, media,	posture affect the	events in world	environments.	excerpt	Demonstrate	21st-century
	week	methods, and	produced sound?	history, and	Perform major	performance	command of the	workplace has
		technologies		technological	scales and	assessments	conventions of	shifted,
		appropriate to	How do basic	advances.	natural minor	based on	standard English	demanding
		creating,	exercises such as		scales in keys up	teacher-created	grammar and usage	greater individual
		performing,	scales and etudes	There are many	to 4 sharps and 4	rubrics.	when writing or	accountability,
		and/or	help strengthen	different reasons	flats through the		speaking.	productivity, and
		presenting works	an individual's	why music is	range of their	Visual		collaboration.
		of art in dance,	ability to perform	written and	instrument.	observation of	RL.9-10.5. Analyze	
		music, theatre,	solo and	performed,		correct	how an author's	9.1.12.F.2
		and visual art.	ensemble music?	including	Demonstrate the	performance	choices concerning	Demonstrate a
				communication,	ability to sight-	technique.	how to structure a	positive work
		1.3.12.B.1	How does	emotional	read in different		text, order events	ethic in various
		Analyze	technical fluency	expression,	time signatures,	Through the use	within it (e.g.,	settings,
		compositions	impact an artist's	storytelling and	key signatures,	of digital media	parallel plots), and	including the
		from different	ability to	the	and styles.	and/or live	manipulate time	classroom and
		world cultures	communicate?	commemoration		performances,	(e.g., pacing,	during structured
		and genres with		of a person or	Exhibit proper	the students will	flashbacks) create	learning
		respect to	How can the	event.	playing	observe and	such effects as	experiences.
		technique,	individual		technique and	evaluate	mystery, tension, or	
		musicality, and	performer affect	Through the	hand placement	individual	surprise.	9.3.12.C.3
		stylistic nuance,	the ensemble	study of the arts,	each and every	instrumental		Develop personal
		and/or perform	positively?	people learn to	time they play	soloists for	Health & Phys Ed	interests and
		excerpts with	Negatively?	make informed	their instrument.	elements of	Integration:	activities that
		technical	II 1. 41	critical judgments	D	sound	2.5 Content	support declared
		accuracy,	How do the	and learn to	Deconstruct a	production,	Statement -	career goals and
		appropriate	elements of each	respect one's	piece of music	style,	Movement skill	plans.
		musicality, and the relevant	instrument	own expression and those of	in order to	articulation, and	performance is	0.4.12.0 (4).7
			impact the	others.	carefully and	technique.	primarily impacted	9.4.12.C.(4).7 Demonstrate a
		stylistic nuance.	quality of sound the instrument is	omers.	thoroughly rehearse and		by the quality of instruction,	
		1.3.12.B.2		The critical			,	varied repertoire of music through
		Analyze how the	able to produce?	process of	prepare oneself for performance.		practice,	vocal or
	l	Anaryze now the		process of	for performance.		assessment,	vocal of

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elements of	How much	observing,		feedback, and	instrumental
music are	individual	describing,	Focus more on	effort.	performance,
manipulated in	personal practice	analyzing,	the small details,		alone and with
original or	time is needed to	interpreting, and	striving for	2.6.12.A.5 Debate	others, to show
prepared musical	enhance one's	evaluating leads	accuracy and	the use of	competence with
scores.	experience in the	to informed	consistency each	performance-	fundamental
	ensemble?	judgments	time the	enhancing	elements used in
		regarding the	instrument is	substances (i.e.,	the pathway.
	Why is listening	relative merits of	played.	anabolic steroids	
	to other specific	musical works.		and other legal and	9.4.12.C.(4).5
	instrumentalists			illegal substances)	Demonstrate
	important in the	Every individual		to improve	knowledge of
	development of	contributes to the		performance.	music theory to
	one's own skill	quality of an			convey an
	set?	ensemble		Math Integration:	understanding of
		performance.		3.NF.1 Understan	fundamental
	How can an			d a fraction 1/b as	themes and
	individual	Developing		the quantity formed	patterns.
	actively listen	musicianship		by 1 part when a	
	within an	skills requires		whole is partitioned	9.4.12.C.(4).6
	ensemble?	constant self-		into b equal parts;	Analyze aural
		reflection and		understand a	examples of
	How does	critique.		fraction a/b as the	musical
	actively listening			quantity formed by	compositions
	within an	Technology		a parts of size 1/b.	representing
	ensemble impact	impacts the			diverse styles,
	one's own	creation and		3.NF.3 Explain	cultures, and
	performance	performance of		equivalence of	historical periods
	techniques?	music.		fractions in special	to build a broad
				cases and compare	understanding of
	How does	Career insights		the fractions by	the styles in the
	actively listening	are gained		reasoning about	pathway.
	within an	through the		their size.	
	ensemble impact	integration of			CRP1. Act as a
	the overall	knowledge and		4.NF.3 Content	responsible and
	ensemble sound?	ideas from		Statement	contributing
		readings,		- Understand	citizen and
		observations,		addition and	employee.
		discussions, and		subtraction of	F - 7
		hands-on-work.		fractions as joining	CRP2. Apply
				and separating parts	appropriate
	1	<u> </u>	1	and separating parts	

		To express their		referring to the	academic and
		musical ideas,		same whole.	technical skills.
		musicians			
		analyze, evaluate,		Science	CRP4.
		and refine their		Integration:	Communicate
		performance over		5.2 Content	clearly and
		time through		Statement - Objects	effectively and
		openness to new		undergo different	with reason.
		ideas,		kinds of motion	
		persistence, and		(translational,	CRP5. Consider
		the application of		rotational, and	the
		appropriate		vibrational).	environmental,
		criteria.			social and
				5.2 Content	economic
		The personal		Statement - The	impacts of
		evaluation of		motion of an object	decisions.
		musical work(s)		changes only when	GD D c
		and		a net force is	CRP6.
		performance(s) is		applied	Demonstrate
		informed by		(percussion).	creativity and
		analysis,		7 5 1 1	innovation.
		interpretation,		Technology	CDD0 IIII
		and established		Integration:	CRP8. Utilize
		criteria.		8.1 Educational	critical thinking
				Technology: All	to make sense of
				students will use	problems and
				digital tools to	persevere in
				access, manage,	solving them.
				evaluate, and	CDD0 M 11
				synthesize	CRP9. Model
				information in	integrity, ethical
				order to solve	leadership and
				problems	effective
				individually and	management.
				collaboratively and	CRP10. Plan
				to create and	
				communicate	education and
				knowledge.	career paths
				0.0.10 E.0 E1-:	aligned to
				8.2.12.F.2 Explain	personal goals.
				how material	

			science impacts the	CRP11. Use
			avality of maduata	
			quality of products.	technology to
				enhance
			World Language	productivity.
			Integration:	
			7.1 Content	CRP12. Work
			Statement	productively in
			(Linguistic) - The	teams while
			Novice-Mid	using cultural
			language learner	global
			understands and	competence.
			communicates at	
			the word level and	
			can independently	
			identify and	
			recognize	
			memorized words	
			and phrases that	
			bring meaning to	
			text.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Approx.	1.3 Performance: All	Why is	Music changes	Apply tempo	Live and/or	Literacy Integration:	9.1 Content
Performance	150	students will	listening an	over time due to	and dynamic	recorded	SL.9-10.1. Initiate and	Statement -
Skills, Sound	minutes	synthesize those	important skill	cultural shifts,	change to	rehearsal	participate effectively	Collaboration and
Quality, &	per	skills, media,	when playing	events in world	individual	evaluations	in a range of	teamwork enable
Tone	week	methods, and	an instrument	history, and	and ensemble	based on a	collaborative	individuals or
Production		technologies	within an	technological	performance	teacher-created	discussions (one-on-	groups to achieve
		appropriate to	ensemble?	advances.	by following	rubric.	one, in groups, and	common goals
		creating, performing,			conducting		teacher-led) with	with greater
		and/or presenting	What	There are many	gestures.	Self-evaluation	diverse partners on	efficiency.
		works of art in dance,	strategies can	different reasons		of individual	grades 9–10 topics,	
		music, theatre, and	musicians use	why music is	Identify	and ensemble	texts, and issues,	9.1 Content
		visual art.	to correct and	written and	melodic and	intonation,	building on others'	Statement -
			improve	performed,	harmonic	balance, blend,	ideas and expressing	Leadership
		1.4 Aesthetic	intonation?	including	function of	expression and	their own clearly and	abilities develop
		Responses and		communication,	instrument	aural elements.	persuasively.	over time through
		Critique	What makes a	emotional	groups within			participation in
		Methodologies: All	good	expression,	the ensemble.	Through digital	SL.9-10.6.	groups and/or
		students will	performance?	storytelling and		media and/or	Adapt speech to a	teams that are
		demonstrate and		the	Explain the	live	variety of contexts and	engaged in
		apply an	What are the	commemoration	correlation	performances,	tasks, demonstrating	challenging or
		understanding of arts	responsibilities	of a person or	between	students will	command of formal	competitive
		philosophies,	of musicians	event.	ensemble	research and	English when indicated	activities.
		judgment, and	in a		appearance	evaluate other	or appropriate.	
		analysis to works of	performance	Through the	and behavior	band		9.4.12.A.11 Apply
		art in dance, music,	setting?	study of the arts,	and	performances	L.9-10.1. Demonstrate	active listening
		theatre, and visual		people learn to	performance	from all over	command of the	skills to obtain and
		art.	How do	make informed	quality.	the world for	conventions of	clarify
			audience and	critical		the elements of	standard English	information.
		1.3.12.B.1 Analyze	environment	judgments and	Choose	music and the	grammar and usage	
		compositions from	affect a	learn to respect	strategies	process of	when writing or	9.4.12.A.41
		different world	performance?	one's own	from a list for	musical	speaking.	Evaluate
		cultures and genres		expression and	addressing	performance.		organizational
		with respect to	How does the	those of others.	specific		RL.9-10.5. Analyze	policies and
		technique, musicality,	ability to read		musical		how an author's	procedures that
		and stylistic nuance,	and interpret	The critical	problems and		choices concerning	contribute to
		and/or perform	music impact	process of			how to structure a text,	continuous

	excerpts with	musical	observing,	issues in	order events within it	improvement in
	technical accuracy,	fluency?	describing,	performance.	(e.g., parallel plots),	performance and
	appropriate	ilucity:	analyzing,	performance.	and manipulate time	compliance.
	musicality, and the		interpreting, and	Explain how	(e.g., pacing,	compnance.
	relevant stylistic		evaluating leads	the behavior	flashbacks) create such	9.4.12.C.(4).7
	•		to informed	of the	effects as mystery,	Demonstrate a
	nuance.		judgments	audience	tension, or surprise.	varied repertoire
	1 2 12 D 2 Analyza		0 0		tension, or surprise.	•
	1.3.12.B.2 Analyze how the elements of		regarding the relative merits	impacts the overall	Hoolth & Dhya Ed	of music through vocal or
					Health & Phys Ed	
	music are		of musical	musical	Integration:	instrumental
	manipulated in		works.	experience of	2.2 Content Statement	performance,
	original or prepared			a	- Individual and/or	alone and with
	musical scores.		Every individual	performance.	group pressure to be	others, to show
			contributes to		successful in	competence with
	1.4.12.B.1 Formulate		the quality of an	Perform	competitive activities	fundamental
	criteria for arts		ensemble	pieces from	can result in a positive	elements used in
	evaluation using the		performance.	Grade Levels	or negative impact.	the pathway.
	principles of positive			2.5 to 3.5		
	critique and		Developing	(based on	2.2.12.C.1 Analyze the	9.4.12.C.(4).5
	observation of the		musicianship	Basic Band	impact of competition	Demonstrate
	elements of art and		skills requires	Literature	on personal character	knowledge of
	principles of design,		constant self-	and Teaching	development.	music theory to
	and use the criteria to		reflection and	Music		convey an
	evaluate works of		critique.	Through	2.4 Content Statement	understanding of
	dance, music, theatre,			Performance	- Individuals in healthy	fundamental
	visual, and		Technology	In Band	relationships share	themes and
	multimedia artwork		impacts the	standards).	thoughts and feelings,	patterns.
	from diverse cultural		creation and		have fun together,	
	contexts and		performance of		develop mutual	9.4.12.C.(4).6
	historical eras.		music.		respect, share	Analyze aural
					responsibilities and	examples of
	1.4.12.B.2 Evaluate		Career insights		goals, and provide	musical
	how an artist's		are gained		emotional security for	compositions
	technical proficiency		through the		one another.	representing
	may affect the		integration of			diverse styles,
	creation or		knowledge and		2.5 Content Statement	cultures, and
	presentation of a		ideas from		- Movement skill	historical periods
	work of art, as well		readings,		performance is	to build a broad
	as how the context in		observations,		primarily impacted by	understanding of
	which a work is		discussions, and		the quality of	the styles in the
	performed or shown		hands-on-work.		instruction, practice,	pathway.
L	performed of shown	L	nanas on work.	1	mondenon, practice,	paurnaj.

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may impact		assessment, feedback,	CDD1 4
perceptions of its	To express their	and effort.	CRP1. Act as a
significance/meaning.	musical ideas,		responsible and
	musicians	2.5.12.A.3 Design and	contributing
	analyze,	lead a rhythmic activity	citizen and
	evaluate, and	that includes variations	employee.
	refine their	in time, space, force,	
	performance	flow, and relationships	CRP2. Apply
	over time	(creative, cultural,	appropriate
	through	social, and fitness	academic and
	openness to new	dance).	technical skills.
	ideas,		
	persistence, and	Math Integration:	CRP4.
	the application	3.NF.1 Understand a	Communicate
	of appropriate	fraction 1/b as the	clearly and
	criteria.	quantity formed by 1	effectively and
		part when a whole is	with reason.
	The personal	partitioned into b equal	
	evaluation of	parts; understand a	CRP5. Consider
	musical work(s)	fraction a/b as the	the environmental,
	and	quantity formed by a	social and
	performance(s)	parts of size 1/b.	economic impacts
	is informed by	T	of decisions.
	analysis,	3.NF.3 Explain	
	interpretation,	equivalence of	CRP6.
	and established	fractions in special	Demonstrate
	criteria.	cases and compare the	creativity and
	Criteria.	fractions by reasoning	innovation.
		about their size.	iiiiovatioii.
		about their size.	CRP8. Utilize
		4.NF.3 Content	
		Statement - Understand	critical thinking to make sense of
		addition and	problems and
		subtraction of fractions	persevere in
		as joining and	solving them.
		separating parts	CDD0 M 11
		referring to the same	CRP9. Model
		whole.	integrity, ethical
			leadership and
			effective
			management.

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		Technology	
		Integration:	CRP10. Plan
		8.1 Educational	education and
		Technology: All	career paths
		students will use digital	aligned to
		tools to access,	personal goals.
		manage, evaluate, and	
		synthesize information	CRP11. Use
		in order to solve	technology to
		problems individually	enhance
		and collaboratively and	productivity.
		to create and	
		communicate	CRP12. Work
		knowledge.	productively in
			teams while using
		8.2.12.F.2 Explain how	cultural global
		material science	competence.
		impacts the quality of	competence.
		products.	
		products.	
		World Language	
		Integration:	
		7.1 Content Statement	
		(Linguistic) - The	
		Novice-Mid language	
		learner understands	
		and communicates at	
		the word level and can	
		independently identify	
		and recognize	
		memorized words and	
		phrases that bring	
		meaning to text.	
		meaning to text.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Critique	Approx. 15	1.4 Aesthetic	When is a piece	Music changes	Brainstorm	Critical essays	Literacy	9.1 Content Statement -
and	minutes per	Responses and	of music	over time due to	criteria for	about individual	Integration:	Collaboration and
Evaluation	class period	Critique	prepared	cultural shifts,	critiquing a	and ensemble	W.9-10.1. Write	teamwork enable
		Methodologies:	enough to be	events in world	performance	performances	arguments to	individuals or groups to
		All students	"performance	history, and	using music	based on teacher	support claims in	achieve common goals
		will	ready"?	technological	specific	and student	an analysis of	with greater efficiency.
		demonstrate		advances.	terminology.	generated	substantive topics	
		and apply an	Why is using			criteria.	or texts, using valid	9.1 Content Statement -
		understanding	the proper	There are many	Support		reasoning and	Leadership abilities
		of arts	vocabulary	different reasons	judgments	Students will	relevant and	develop over time
		philosophies,	when critiquing	why music is	about musical	respond to	sufficient evidence.	through participation in
		judgment, and	essential to	written and	performances	teacher-directed		groups and/or teams
		analysis to	successful	performed,	using music	questions as part	W.9-10.4. Produce	that are engaged in
		works of art in	progress?	including	specific criteria	of a class	clear and coherent	challenging or
		dance, music,		communication,	and	discussion.	writing in which	competitive activities.
		theatre, and	How does	emotional	terminology.		the development,	
		visual art.	critique affect	expression,		Through digital	organization, and	9.1 Content Statement -
			the	storytelling and	Identify	media and/or	style are	The nature of the 21st-
		1.4.12.A.1 Use	development of	the	strengths and	live	appropriate to task,	century workplace has
		contextual	an ensemble as	commemoration	weaknesses in	performances,	purpose, and	shifted, demanding
		clues to	it pertains to	of a person or	individual and	students will	audience.	greater individual
		differentiate	the individuals	event.	ensemble	research and		accountability,
		between unique	who make up		performances.	evaluate other	SL.9-10.1. Initiate	productivity, and
		and common	the ensemble?	Through the	** 1	band	and participate	collaboration.
		properties and	XX71	study of the arts,	Understand	performances	effectively in a	0.1.10.5.0.5
		to discern the	What is the	people learn to	what to listen	from all over the	range of	9.1.12.F.2 Demonstrate
		cultural	importance of	make informed	for when	world for the elements of	collaborative	a positive work ethic in
		implications of	self-evaluation	critical	actively		discussions (one-	various settings,
		works of dance,	as it pertains to	judgments and	critiquing a	music and the	on-one, in groups,	including the classroom
		music, theatre, and visual art.	a performance?	learn to respect one's own	piece of music.	process of musical	and teacher-led) with diverse	and during structured
		and visual art.	Why are critics	expression and	Determine	performance.	partners on grades	learning experiences.
		1.4.12.A.4	essential in the	those of others.	what part of a	periormance.	9–10 topics, texts,	9.4.12.A.8 Use correct
		Evaluate how	development	mose of others.	musical work		and issues, building	grammar, punctuation,
		exposure to	and progress of	The critical	to critique		on others' ideas	and terminology to
		various cultures	and progress of	process of	before		and expressing	and terminology to
		various cultures		process of	Defore		and expressing	

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influences		observing,	critiquing it		their own clearly	write and edit
individual,		describing,	and develop a		and persuasively.	documents.
emotional,		analyzing,	specific rubric		GI 0 10 6 A 1 4	0.4.10.4.11.4.1
intellectua	*	interpreting, and	or list of		SL.9-10.6. Adapt	9.4.12.A.11 Apply
and kinestl	\mathcal{E}	evaluating leads	criteria to aid in		speech to a variety	active listening skills to
responses	-	to informed	the process.		of contexts and	obtain and clarify
artwork.	become a better	judgments			tasks,	information.
	critic and	regarding the			demonstrating	
1.4.12.B.1	performer?	relative merits			command of formal	9.4.12.A.41 Evaluate
Formulate		of musical			English when	organizational policies
criteria for		works.			indicated or	and procedures that
evaluation					appropriate.	contribute to
using the		Every individual				continuous
principles	of	contributes to			L.9-10.1.	improvement in
positive		the quality of an			Demonstrate	performance and
critique an		ensemble			command of the	compliance.
observation		performance.			conventions of	
the elemen	its of				standard English	9.4.12.C.(4).5
art and		Developing			grammar and usage	Demonstrate
principles		musicianship			when writing or	knowledge of music
design, and		skills requires			speaking.	theory to convey an
the criteria	. to	constant self-				understanding of
evaluate w	orks	reflection and			L.9-10.2.	fundamental themes
of dance,		critique.			Demonstrate	and patterns.
music, the	atre,				command of the	
visual, and		Technology			conventions of	9.4.12.C.(4).6 Analyze
multimedia	a	impacts the			standard English	aural examples of
artwork fro	om	creation and			capitalization,	musical compositions
diverse cul	tural	performance of			punctuation, and	representing diverse
contexts ar	nd	music.			spelling when	styles, cultures, and
historical e	eras.				writing.	historical periods to
		Career insights			-	build a broad
		are gained			Health & Phys Ed	understanding of the
		through the			Integration:	styles in the pathway.
		integration of			Content Statement -	
		knowledge and			Individual and/or	9.4.12.C.(4).7
		ideas from			group pressure to	Demonstrate a varied
		readings,			be successful in	repertoire of music
		observations,			competitive	through vocal or
		discussions, and			activities can result	instrumental
		hands-on-work.				performance, alone and

To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	in a positive or negative impact. 2.2.12.C.1 Analyze the impact of competition on personal character development. Science Integration: 5.1 Content Statement - Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence. Technology Integration: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in content of the pathway. CRP1. Act a s a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
and established	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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				CRP11. Use technology to enhance productivity.
				CRP12. Work productively in teams while using cultural global competence.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Rhythm,	Approx.	1.1-The Creative	How is rhythm	Music changes	Count written	Teacher	Literacy Integration:	9.4.12.C.(4).7
Dynamics, &	150	Process: All students	connected to	over time due to	rhythms using	observation of	L.9-10.1.	Demonstrate a
Articulation	minutes	will demonstrate an	different	cultural shifts,	the appropriate	class rhythmic	Demonstrate	varied
	per	understanding of the	cultures and	events in world	terminology.	exercises.	command of the	repertoire of
	week	elements and	eras?	history, and			conventions of	music through
		principles that		technological	Clap or play	Evaluation of	standard English	vocal or
		govern the creation	What is the	advances.	written rhythms	written	grammar and usage	instrumental
		of works of art in	importance of		using the	rhythmic	when writing or	performance,
		dance, music,	rhythm in the	There are many	correct	exercises.	speaking.	alone and with
		theatre, and visual	overall sound	different reasons	subdivisions			others, to show
		art.	of a piece?	why music is	with a steady	Self-evaluation	RL.9-10.5. Analyze	competence
				written and	tempo.	of individual	how an author's	with
		1.3: Performance:	How does	performed,		and ensemble	choices concerning	fundamental
		All students will	articulation	including	Write rhythms	rhythmic	how to structure a	elements used
		synthesize those	affect the	communication,	that are clapped	exercises.	text, order events	in the pathway.
		skills, media,	sound of a	emotional	or performed in		within it (e.g., parallel	
		methods, and	piece?	expression,	dictation form.	Self-critique	plots), and manipulate	9.4.12.C.(4).5
		technologies		storytelling and		and evaluation	time (e.g., pacing,	Demonstrate
		appropriate to	Why is it	the	Differentiate	of excerpts and	flashbacks) create	knowledge of
		creating, performing,	important for	commemoration	among and	phrases that	such effects as	music theory
		and/or presenting	everyone in the	of a person or	perform the	use different	mystery, tension, or	to convey an
		works of art in	entire	event.	many different	articulation	surprise.	understanding
		dance, music,	ensemble to		types of	styles	:	of fundamental
		theatre, and visual	perform the	Through the study	articulations		Math Integration:	themes and
		art.	articulations in	of the arts, people	written in a	Self-critique	3.NF.1 Understand a	patterns.
			the same	learn to make	piece of music	and evaluation	fraction 1/b as the	
		Aesthetic Responses	manner?	informed critical	(slur, legato,	of excerpts and	quantity formed by 1	9.4.12.C.(4).6
		& Critique		judgments and	tenuto, staccato,	phrases that	part when a whole is	Analyze aural
		Methodologies: All	How do	learn to respect	marcato, et al.).	use different	partitioned into b	examples of
		students will	varieties of	one's own		dynamic levels.	equal parts;	musical
		demonstrate and	articulations	expression and	Understand that		understand a fraction	compositions
		apply an	and dynamics	those of others.	articulations		a/b as the quantity	representing
		understanding of arts	relate to style?		may be written		formed by a parts of	diverse styles,
		philosophies,	YY 1	The critical	differently and		size 1/b.	cultures, and
		judgment, and	How do	process of	need to be			historical
		analysis to works of	dynamics	observing,	performed			periods to

art in dance, music,	reflect the	describing,	differently,	3.NF.3 Explain	build a broad
theatre, and visual	intentions of	analyzing,	based on the era	equivalence of	understanding
art.	the composer	interpreting, and	in which the	fractions and compare	of the styles in
	in how the	evaluating leads	piece was	the fractions by	the pathway.
1.1.12.B.1 Examine	music should	to informed	written, the	reasoning about their	the pathway.
how aspects of	be portrayed?	judgments	composer's	size.	CRP1. Act as a
meter, rhythm,	or posterije ar	regarding the	intentions, the		responsible
tonality, intervals,	When can	relative merits of	publisher, and	4.NF.3 Content	and
chords, and	sound be	musical works.	many other	Statement	contributing
harmonic	classified as		factors.	- Understand addition	citizen and
progressions are	music?	Every individual		and subtraction of	employee.
organized and		contributes to the	Define and	fractions as joining	r
manipulated to		quality of an	perform the	and separating parts	CRP2. Apply
establish unity and		ensemble	many different	referring to the same	appropriate
variety in genres of		performance.	types of	whole.	academic and
musical			dynamics (pp,		technical
compositions.		Developing	p, mp, mf, f, ff)	Science Integration:	skills.
		musicianship	including effect	5.2 Content Statement	
1.1.12.B.2		skills requires	dynamics (fp,	- Objects undergo	CRP4.
Synthesize		constant self-	sfz, et al.).	different kinds of	Communicate
knowledge of the		reflection and		motion (translational,	clearly and
elements of music in		critique.		rotational, and	effectively an
the deconstruction				vibrational).	
and performance of		Technology			d with reason.
complex musical		impacts the		World Languages	CRP5.
scores from diverse		creation and		Integration:	Consider the
cultural contexts.		performance of		7.1 Content Statement	environmental,
		music.		(Linguistic) - The	social and
1.3.12.B.1 Analyze				Novice-Mid language	economic
compositions from		Career insights		learner understands	impacts of
different world		are gained		and communicates at	decisions.
cultures and genres		through the		the word level and	
with respect to		integration of		can independently	CRP6.
technique,		knowledge and		identify and recognize	Demonstrate
musicality, and		ideas from		memorized words and	creativity and
stylistic nuance,		readings,		phrases that bring	innovation.
and/or perform		observations,		meaning to text.	
excerpts with		discussions, and			CRP8. Utilize
technical accuracy,		hands-on-work.			critical
appropriate					thinking to
musicality, and the					make sense of

relevant stylistic	To express their	problems and
nuance.	musical ideas,	persevere in
	musicians	solving them.
1.3.12.B.2 Analyze	analyze, evaluate,	
how the elements of	and refine their	CRP9. Model
music are	performance over	integrity,
manipulated in	time through	ethical
original or prepared	openness to new	leadership and
musical scores.	ideas, persistence,	effective
	and the	management.
	application of	
	appropriate	CRP10. Plan
	criteria.	education and
		career paths
	The personal	aligned to
	evaluation of	personal goals.
	musical work(s)	
	and	CRP11. Use
	performance(s) is	technology to
	informed by	enhance
	analysis,	productivity.
	interpretation, and	
	established	CRP12. Work
	criteria.	productively in
		teams while
		using cultural
		global
		competence.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Phrasing and	Approx.	The Creative Process: All students will	What feeling does the	Music changes over time due to	Identify and explain	Teacher observation of	Literacy Integration:	9.4.12.C.(4).7 Demonstrate a varied
Melody	minutes	demonstrate an	composer want	cultural shifts,	compositional	class melodic	L.9-10.1.	repertoire of music
Melody	per	understanding of the	to evoke and	events in world	techniques and	exercises.	Demonstrate	through vocal or
	class	elements and	how does the	history, and	devices used to	exercises.	command of the	instrumental
	period	principles that govern	composer	technological	provide unity	Self-evaluation	conventions of	performance, alone and
	period	the creation of works	represent that	advances.	and variety and	of individual	standard English	with others, to show
		of art in dance,	in the written	advances.	tension and	and ensemble	grammar and	competence with
		music, theatre, and	music?	There are many	release in a	melodic and	usage when	fundamental elements
		visual art.	music.	different reasons	musical work.	phrasing	writing or	used in the pathway.
		vibaai ait.	How does the	why music is	masical work.	exercises.	speaking.	used in the pathway.
		1.3 Performance: All	ability to read	written and	Give examples		spearing.	9.4.12.C.(4).5
		students will	and interpret	performed,	of other works	Class	RL.9-10.5.	Demonstrate knowledge
		synthesize those	music impact	including	that make similar	discussions	Analyze how an	of music theory to
		skills, media,	musical	communication,	uses of	regarding the	author's choices	convey an understanding
		methods, and	fluency?	emotional	previously stated	placement of	concerning how	of fundamental themes
		technologies	-	expression,	devices and	phrases within	to structure a text,	and patterns.
		appropriate to	How important	storytelling and	techniques.	the contour of	order events	
		creating, performing,	are the written	the	_	the melody.	within it (e.g.,	9.4.12.C.(4).6 Analyze
		and/or presenting	elements of	commemoration	Analyze and		parallel plots),	aural examples of
		works of art in dance,	music when	of a person or	describe uses of		and manipulate	musical compositions
		music, theatre, and	performing a	event.	the elements of		time (e.g., pacing,	representing diverse
		visual art.	piece for the		music in a given		flashbacks) create	styles, cultures, and
			first time?	Through the	work that make		such effects as	historical periods to build
		1.4 Aesthetic		study of the arts,	it unique,		mystery, tension,	a broad understanding of
		Responses & Critique	How does an	people learn to	interesting, and		or surprise.	the styles in the pathway.
		Methodologies: All	understanding	make informed	expressive.		a •	anna i
		students will	of nuanced	critical	Listen to an		Science	CRP1. Act as a
		demonstrate and	stylistic	judgments and	d compare		Integration:	responsible and
		apply an	differences	learn to respect	various pieces of		5.2 Content	contributing citizen and
		understanding of arts	among various	one's own	music and		Statement -	employee.
		philosophies,	genres make	expression and	discuss tempo,		Objects undergo	CDD2 Andlessania i
		judgment, and	one more	those of others.	dynamics,		different kinds of	CRP2. Apply appropriate
		analysis to works of	fluent in music	The emissions	instrumentation,		motion	academic and technical
		art in dance, music,	literacy?	The critical	phrasing, and		(translational,	skills.
				process of	style.			

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	theatre, and visual	How will	observing,			rotational, and	CRP4. Communicate
	art.	listening to	describing,	Demonstrate the		vibrational).	clearly and effectively
		other pieces	analyzing,	ability to play			and with reason.
	1.1.12.B.1 Examine	within the	interpreting, and	their instruments			
	how aspects of meter,	same genre or	evaluating leads	with the stylistic			CRP5. Consider the
	rhythm, tonality,	style help you	to informed	characteristics of			environmental, social
	intervals, chords, and	understand	judgments	different musical			and economic impacts of
	harmonic	how to play	regarding the	eras.			decisions.
	progressions are	those pieces?	relative merits				
	organized and	•	of musical				CRP6. Demonstrate
	manipulated to		works.				creativity and innovation.
	establish unity and						
	variety in genres of		Every individual				CRP8. Utilize critical
	musical		contributes to				thinking to make sense of
	compositions.		the quality of an				problems and persevere
	r		ensemble				in solving them.
	1.1.12.B.2 Synthesize		performance.				
	knowledge of the		P				CRP9. Model integrity,
	elements of music in		Developing				ethical leadership and
	the deconstruction		musicianship				effective management.
	and performance of		skills requires				
	complex musical		constant self-				CRP10. Plan education
	scores from diverse		reflection and				and career paths aligned
	cultural contexts.		critique.				to personal goals.
	Cartarar Contonto.		errique.				to personal gours.
	1.3.12.B.2 Analyze		Technology				CRP11. Use technology
	how the elements of		impacts the				to enhance productivity.
	music are		creation and				The state of the s
	manipulated in		performance of				CRP12. Work
	original or prepared		music.				productively in teams
	musical scores.						while using cultural
			Career insights				global competence.
	1.4.12.A.1 Use		are gained				
	contextual clues to		through the				
	differentiate between		integration of				
	unique and common		knowledge and				
	properties and to		ideas from				
	discern the cultural		readings,				
	implications of works		observations,				
	of dance, music,		discussions, and				
	,,		hands-on-work.				
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theatre, and visual	
art.	To express their
	musical ideas,
1.4.12.A.2 Speculate	musicians
on the artist's intent,	analyze,
using discipline-	evaluate, and
specific arts	refine their
terminology and	performance
citing embedded	over time
clues to substantiate	through
the hypothesis.	openness to new
	ideas,
1.4.12.B.2 Evaluate	persistence, and
how an artist's	the application
technical proficiency	of appropriate
may affect the	criteria.
creation or	
presentation of a	The personal
work of art, as well	evaluation of
as how the context in	musical work(s)
which a work is	and
performed or shown	performance(s)
may impact	is informed by
perceptions of its	analysis,
significance/meaning.	interpretation,
	and established
	criteria.

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Band Library – List available upon request.

ASSOCIATED JOBS LIST BY UNIT

	
Unit 1 Intonation, Tone, & Warm-Up	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer
Unit 2 History & Culture	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist
Unit 3 Individual Performance Skills & Technique	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer
Unit 4 Ensemble Performance Skills, Sound Quality, & Tone Production	Professional Musician Music Teacher Educator Composer Conductor College Professor

Unit 4 (cont.)	Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 5 Critique & Evaluation	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 6 Rhythm, Dynamics, & Articulation	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 7 Phrasing & Melody	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist

Unit 7 (cont.)

Arts Critic/Writer

Musicologist

Music Arranger