

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL**

**MUSIC CURRICULUM**

**HHS WIND ENSEMBLE I, II, III, & IV**

**AUGUST 2019**

**HHS Wind Ensemble I, II, III, & IV**  
**Grades 10-12**  
**(When appropriate, a qualified 9th grader, by invitation of the directors)**  
**Course Overview**

Annually, students must audition and successfully meet the specified criteria for acceptance into the Ensemble. Membership is not guaranteed year-after-year as students must re-audition.

**Honors Credit:**

The purpose of honors credit for Wind Ensemble is to provide the opportunity for advanced work and to promote rigorous academic study and practical application of knowledge and skills. This course is designed for students who have demonstrated an advanced level of interest, learning and achievement in instrumental music. Furthermore, students should be informed and understand that honors courses are more demanding and have requirements beyond those of standard courses.

This full year elective performance class for students in Grades 10-12 is a continuation of the district-wide band program which begins in 5th grade. Occasionally, the directors audition incoming 9th graders for specific seats in order to complete proper instrumentation when a sophomore, junior, or senior is not qualified. Wind Ensemble 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 21<sup>st</sup> Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

2019 HTPS Performing Arts Curriculum Map – HHS Wind Ensemble I, II, III, & IV

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

		<p>Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	<p>impact tone production?</p> <p>What techniques can be used to contribute to individual and ensemble pitch accuracy and consistent sound quality?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>develop active listening skills.</p> <p>Use diaphragmatic breathing with proper inhale and exhale technique to produce a quality sound.</p> <p>Understand how to tune individual notes and notes within chords and apply that knowledge to the production of good ensemble intonation.</p> <p>Use active listening to identify one's intonation within the ensemble and adjust instrument to blend with the ensemble's overall intonation.</p> <p>Understand and adjust for the individual pitch tendencies of the full range of</p>		<p>2.5 Content Statement - Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p><b>World Language Integration:</b></p> <p>7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently</p>	<p>in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).14 Analyze aural examples of musical compositions</p>
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		Content Statement - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.		<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	one's instrument.		<p>identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and</p>
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								<p>persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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## 2019 HTPS Performing Arts Curriculum Map – HHS Wind Ensemble I, II, III, &amp; IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>History and Culture</b>	30 minutes per week	<p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal</p>	<p>How does culture shape the sound of music?</p> <p>In what ways have technological advances changed the sound of music over time?</p> <p>Why is knowing the history of wind band and wind band repertoire important to the understanding of how to perform that type of music in that type of ensemble?</p> <p>How do the elements of music differ across time periods and cultures?</p> <p>How does the exposure to</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Categorize pieces of music by genre and time period.</p> <p>Compare and contrast the usage of elements of rhythm, tempo, pitch and meter between musical genres.</p> <p>Evaluate the impact of instrument design on the composition and performance of music from various time periods.</p> <p>Make aesthetic judgments based on personal criteria for determining musical preference.</p>	<p>Teacher-led discussion in class regarding stylistic and era-specific musical nuances.</p> <p>Listening activity where students will compare and contrast characteristics of what they hear.</p>	<p><b>Literacy Integration:</b></p> <p>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet, to produce and publish writing and present the</p>	<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.4.12.A.10 Interpret verbal and nonverbal cues/behaviors to enhance communication.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p>

		<p>norms and habits of mind in various historical eras.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>various cultures influence individual, emotional, and kinesthetic responses to music?</p> <p>Do you need to know the composer's intention to appreciate the work?</p> <p>What feeling does the composer want to evoke?</p> <p>How does the composer represent that in the written music?</p> <p>How do cultural and historical events impact music making and how do audiences respond to that music?</p> <p>How does a composer represent historical</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>		<p>relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p> <p>SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)</p>	<p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>
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			events when composing?	<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>		<p>with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing,</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to</p>
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							<p>speaking, reading, or listening.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Social Studies Integration:</b></p> <p>6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.</p> <p>6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation,</p>	<p>enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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							<p>and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p> <p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p><b>Technology Integration:</b> 8.1.8.A.3 Create a multimedia presentation including sound and images.</p> <p>8.1.8.E.1 Gather and analyze findings using data collection technology to</p>	
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							<p>produce a possible solution for a content-related or real-world problem.</p> <p><b>World Languages Integration:</b></p> <p>7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p> <p>7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Individual Performance Skills and Technique</b>	Approx. 150 minutes per week	<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the</p>	<p>How does proper instrument carriage and posture affect the produced sound?</p> <p>How do basic exercises such as scales and etudes help strengthen an individual's ability to perform solo and ensemble music?</p> <p>How does technical fluency impact an artist's ability to communicate?</p> <p>How can the individual performer affect the ensemble positively? Negatively?</p> <p>How do the elements of</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Exhibit proper playing posture in a variety of environments.</p> <p>Perform major scales and natural minor scales in keys up to 7 sharps and 7 flats through the range of their instrument.</p> <p>Demonstrate the ability to sight-read in different time signatures, key signatures, and styles.</p> <p>Exhibit proper playing technique and hand placement each and every time they play their instrument.</p> <p>Deconstruct a piece of music in order to carefully and thoroughly rehearse and</p>	<p>Individual and/or recorded scale, etude, or excerpt performance assessments based on teacher-created rubrics.</p> <p>Visual observation of correct performance technique.</p> <p>Through the use of digital media and/or live performances, the students will observe and evaluate individual instrumental soloists for elements of sound production, style, articulation, and technique.</p>	<p><b>Literacy Integration:</b> L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Health &amp; Phys Ed Integration:</b> 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p>	<p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>

		<p>stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>	<p>each instrument impact the quality of sound the instrument is able to produce?</p> <p>How much individual personal practice time is needed to enhance one's experience in the ensemble?</p> <p>Why is listening to other specific instrumentalists important in the development of one's own skill set?</p> <p>How can an individual actively listen within an ensemble?</p> <p>How does actively listening within an ensemble impact one's own performance techniques?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>prepare oneself for performance.</p> <p>Focus consistently on the small details, such as proper articulation, finger/hand technique, dynamic contrast, et. al., striving for accuracy and consistency each time the instrument is played.</p>		<p><b>Math Integration:</b></p> <p>3.NF.1 Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p> <p>3.NF.3 Explain equivalence of fractions in special cases and compare the fractions by reasoning about their size.</p> <p>4.NF.3 Content Statement - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><b>Science Integration:</b></p> <p>5.2 Content Statement - Objects undergo different kinds of motion (translational, rotational, and vibrational).</p> <p>5.2 Content Statement - The motion of an object</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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			<p>How does actively listening within an ensemble impact the overall ensemble sound?</p>	<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>			<p>changes only when a net force is applied (percussion).</p> <p><b>Technology Integration:</b> 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.2.12.F.2 Explain how material science impacts the quality of products.</p> <p><b>World Language Integration:</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Ensemble Performance Skills, Sound Quality, &amp; Tone Production</b>	Approx. 150 minutes per week	<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and</p>	<p>Why is listening an important skill when playing an instrument within an ensemble?</p> <p>What strategies can musicians use to correct and improve intonation?</p> <p>What makes a good performance?</p> <p>What are the responsibilities of musicians in a performance setting?</p> <p>How do audience and environment affect a performance?</p> <p>How does the ability to read and interpret music impact musical fluency?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Apply tempo and dynamic change to individual and ensemble performance by following conducting gestures.</p> <p>Identify melodic and harmonic function of instrument groups within the ensemble.</p> <p>Explain the correlation between ensemble appearance and behavior and performance quality.</p> <p>Choose strategies from a list for addressing specific musical problems and issues in performance.</p>	<p>Live and/or recorded rehearsal evaluations based on a teacher-created rubric.</p> <p>Self-evaluation of individual and ensemble intonation, balance, blend, expression and aural elements.</p> <p>Through digital media and/or live performances, students will research and evaluate other band performances from all over the world for the elements of music and the process of musical performance.</p>	<p><b>Literacy Integration:</b> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author's choices concerning</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to</p>



	<p>stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>Explain how the behavior of the audience impacts the overall musical experience of a performance.</p> <p>Perform pieces from Grade Levels 4 to 5 (based on Basic Band Literature and Teaching Music Through Performance in Band standards).</p>	<p>how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Health &amp; Phys Ed Integration:</b> 2.2 Content Statement - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.4 Content Statement - Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p> <p>2.5 Content Statement - Movement skill performance is primarily impacted by</p>	<p>continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of</p>
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		<p>which a work is performed or shown may impact perceptions of its significance/meaning .</p>		<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>		<p>the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p><b>Math Integration:</b>  3.NF.1 Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</p> <p>3.NF.3 Explain equivalence of fractions in special cases and compare the fractions by reasoning about their size.</p> <p>4.NF.3 Content Statement – Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p>	<p>the styles in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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							<p><b>Technology Integration:</b>  8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>8.2.12.F.2 Explain how material science impacts the quality of products.</p> <p><b>World Language Integration:</b>  7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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## 2019 HTPS Performing Arts Curriculum Map – HHS Wind Ensemble I, II, III, &amp; IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Critique and Evaluation</b>	Approx. 15 minutes per class period	<p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how</p>	<p>When is a piece of music prepared enough to be “performance ready”?</p> <p>Why is using the proper vocabulary when critiquing essential to successful progress?</p> <p>How does critique affect the development of an ensemble as it pertains to the individuals who make up the ensemble?</p> <p>What is the importance of self-evaluation as it pertains to a performance?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of</p>	<p>Brainstorm criteria for critiquing a performance using music specific terminology.</p> <p>Support judgments about musical performances using music specific criteria and terminology.</p> <p>Identify strengths and weaknesses in individual and ensemble performances.</p> <p>Understand what to listen for when actively critiquing a piece of music.</p> <p>Determine what part of a musical work to critique before</p>	<p>Critical essays about individual and ensemble performances based on teacher and student generated criteria.</p> <p>Students will respond to teacher-directed questions as part of a class discussion.</p> <p>Through digital media and/or live performances, students will research and evaluate other band performances from all over the world for the elements of music and the process of musical performance.</p>	<p><b>Literacy Integration:</b> W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks,</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.1 Content Statement - The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.A.8 Use correct grammar, punctuation, and terminology to</p>

		<p>exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>	<p>Why are critics essential in the development and progress of the music industry?</p> <p>How will active listening help one become a better critic and performer?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>critiquing it and develop a specific rubric or list of criteria to aid in the process.</p> <p>Actively listen to a variety of ensembles at a variety of levels to determine a good quality ensemble.</p>		<p>demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Health &amp; Phys Ed Integration:</b> Content Statement - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development</p> <p><b>Science Integration:</b> 5.1 Content Statement - Revisions of predictions and</p>	<p>write and edit documents.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and</p>
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				<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>		<p>explanations are based on systematic observations, accurate measurements, and structured data/evidence.</p> <p><b>Technology Integration:</b> 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	<p>with others, to show competence with fundamental elements used in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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## 2019 HTPS Performing Arts Curriculum Map – HHS Wind Ensemble I, II, III, &amp; IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Rhythm, Dynamics, &amp; Articulation</b>	Approx. 150 minutes per week	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of</p>	<p>How is rhythm connected to different cultures and eras?</p> <p>What is the importance of rhythm in the overall sound of a piece?</p> <p>How does articulation affect the sound of a piece?</p> <p>Why is it important for everyone in the entire ensemble to perform the articulations in the same manner?</p> <p>How do varieties of articulations and dynamics relate to style?</p> <p>How do dynamics reflect the</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Count written rhythms using the appropriate terminology.</p> <p>Clap, play, or perform written rhythms using the correct subdivisions with a steady tempo.</p> <p>Write rhythms that are clapped or performed in dictation form.</p> <p>Differentiate among and perform the many different types of articulations written in a piece of music (slur, legato, tenuto, staccato, marcato, et al.).</p> <p>Understand that articulations may be written differently and need to be performed</p>	<p>Teacher observation of class rhythmic exercises.</p> <p>Evaluation of written rhythmic exercises.</p> <p>Self-evaluation of individual and ensemble rhythmic exercises.</p> <p>Self-critique and evaluation of excerpts and phrases that use different articulation styles</p> <p>Self-critique and evaluation of excerpts and phrases that use different dynamic levels.</p>	<p><b>Literacy Integration:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Math Integration:</b> 3.NF.1 Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p>



		<p>arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique,</p>	<p>intentions of the composer in how the music should be portrayed?</p> <p>Are dynamic levels the same from piece to piece?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>differently, based on the era in which the piece was written, the composer's intentions, the publisher, and many other factors.</p> <p>Define and perform the many different types of dynamics (pp, p, mp, mf, f, ff) including effect dynamics (fp, sfz, et al.).</p>		<p>3.NF.3 Explain equivalence of fractions in special cases and compare the fractions by reasoning about their size.</p> <p>4.NF.3 Content Statement - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><b>Science Integration:</b> 5.2 Content Statement - Objects undergo different kinds of motion (translational, rotational, and vibrational).</p> <p><b>World Languages Integration:</b> 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>
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		<p>musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>		<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>				<p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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2019 HTPS Performing Arts Curriculum Map – HHS Wind Ensemble I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Phrasing and Melody</b>	Approx. 15 minutes per class period	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies,</p>	<p>What feeling does the composer want to evoke and how does the composer represent that in the written music?</p> <p>How does the ability to read and interpret music impact musical fluency?</p> <p>How important are the written elements of music when performing a piece for the first time?</p> <p>How does an understanding of nuanced stylistic differences among various genres make one more fluent in music literacy?</p> <p>How will listening to other</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Identify and explain compositional techniques and devices used to provide unity and variety and tension and release in a musical work.</p> <p>Give examples of other works that make similar uses of previously stated devices and techniques.</p> <p>Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Listen to and compare various pieces of music and discuss tempo, dynamics, instrumentation</p>	<p>Teacher observation of class melodic exercises.</p> <p>Self-evaluation of individual and ensemble melodic and phrasing exercises.</p> <p>Class discussions regarding the placement of phrases within the contour of the melody.</p>	<p><b>Literacy Integration:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Science Integration:</b> 5.2 Content Statement - Objects undergo different kinds of motion (translational, rotational, and vibrational).</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>

		<p>judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p>	<p>pieces within the same genre or style help you understand how to play those pieces?</p> <p>How can breath marks impact musical fluency?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>, phrasing, and style.</p> <p>Demonstrate the ability to play their instruments with the stylistic characteristics of different musical eras. Identify where the phrases within the piece of music begin and end. Evaluate the proper places to breathe within a musical work.</p>			<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance or meaning.</p>		<p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>					<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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Band Library – List available upon request.

**ASSOCIATED JOBS LIST BY UNIT**

<b>Unit 1</b> <b>Intonation,</b> <b>Tone, &amp; Warm-</b> <b>Up</b>	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
<b>Unit 2</b> <b>History &amp;</b> <b>Culture</b>	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
<b>Unit 3</b> <b>Individual</b> <b>Performance</b> <b>Skills &amp;</b> <b>Technique</b>	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
<b>Unit 4</b> <b>Ensemble</b> <b>Performance</b> <b>Skills, Sound</b> <b>Quality, &amp; Tone</b> <b>Production</b>	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
<b>Unit 5 Critique &amp; Evaluation</b>	Professional Musician 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
<b>Unit 6 Rhythm, Dynamics, &amp; Articulation</b>	Professional Musician 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
<b>Unit 7 Phrasing &amp; Melody</b>	Professional Musician 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