

Richard M. Teitelman Middle School

Concert Band Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages.**

Lower Cape May Regional School District RMT Middle School Band Curriculum	
Content Area: Instrumental Music	
Course Title: Concert Band	Grade level: 7th & 8th
Unit 1: Instrumental Technique	Dates for Units: Ongoing
Unit 2: Music Literacy	Dates for Units: Ongoing
Unit 3: Critical Listening	Dates for Units: Ongoing
Unit 4: History	Dates for Units: Ongoing
Unit 5: Ensemble Technique	Dates for Units: Ongoing
Unit 6: Musicianship	Dates for Units: Ongoing
Unit 7: Performance Etiquette	Dates for Units: Ongoing
Date Created/Revised: July 2019	Board Approved On: 9/26/19

**Lower Cape May Regional School District 7/8 Band Curriculum
Unit 1 Overview**

Content Area: Instrumental Music

Unit Title: Instrumental Technique

Target Course/Grade Level: 7th & 8th

Unit Summary:

- In this unit, the students will learn to properly maintain their instrument. Students will be able to produce a good tone, demonstrate correct posture and proper embouchure, and perform proper articulations. Students who have played for at least 2 years before entering the band will know all major scales at the completion of 8th grade.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks, google classroom/forms
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR-PRF.3 – Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- New Standards: 1.3A.8.Pr4e; 1.3C.12acc.Pr5a; 1.3A.8.Cn11a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts and daily life.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● In what way should I sit/stand to take a proper breath? ● In what way should I stand and hold my hands to properly perform on my percussion equipment? ● When articulating on my instrument, what syllables should I be using? ● What is the proper way to hold my instrument when performing? ● What is the proper way to form my embouchure? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Sitting/standing upright will allow the diaphragm and lungs to expand/fill with air properly, allowing the air support needed to fill the instrument. ● Holding sticks/mallets with proper technique and standing in the proper relaxed manner will allow the body to perform at its highest level. ● Using proper syllables (ie. ti, ta, di, da) will allow clear articulation to resonate through the instrument. ● Holding the instrument properly allows the body to have the least amount of tension. ● Using a proper embouchure on a wind instrument will allow the most relaxed, open sound to be performed.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● the importance of sitting/standing without slouching so they can take an unrestricted breath when producing a sound. ● the importance of standing and holding the appropriate equipment to perform on various percussion instruments with minimal tension in their body. ● the importance of producing proper syllables such as ti and ta with their tongue to perform clear articulation through their instrument. ● the importance of holding their instrument with minimal tension in their body. ● the importance of creating a proper embouchure on their instrument to 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● perform with a clear, open sound while using their tongue to articulate notes. ● perform with minimal tension in their body. ● hold their instrument with minimal tension and demonstrate proper breathing methods to produce a good sound.

produce a clean sound.	
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Lower Cape May Regional School District RMT Middle School Band Curriculum Unit 2 Overview
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Content Area: Instrumental Music

Unit Title: Music Literacy

Target Course/Grade Level: 7th & 8th

Unit Summary:

- In the unit Music Literacy, the students will perform all dynamic markings in grade level literature. They will know note and rest values including whole, half, quarter, eighth, dotted half, dotted quarter, sixteenth, and triplets. Students will also perform in cut time, 6/8, and identify all major key signatures on their instrument.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:
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- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks, google classroom/forms
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR-PRF.3 – Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- New Standards: 1.3A.8.Pr4e; 1.3B.12acc.Cr1a; 1.3B.12acc.Cr2b; 1.3B.12acc.Pr4b; 1.3B.12acc.Re7a; 1.3B.12acc.Re7b; 1.3C.12prof.Pr4b; 1.3C.12prof.Pr4c; 1.3C.12acc.Pr5a; 1.3C.12acc.Pr6a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
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1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music
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	and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g. binary, rondo, ternary)
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their successes.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What is the importance of following notated markings in the music we perform? ● What is the importance in knowing the math involved in written music 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● When we follow dynamic and style markings in our music it changes the emotions that those listening may feel. ● Knowing the length of time given to each symbol allows the music to come together

<p>notation?</p> <ul style="list-style-type: none"> • What is the function of naturals, sharps, and flats in the music we are reading and how does it relate amongst the instruments? 	<p>and be properly performed.</p> <ul style="list-style-type: none"> • Natural, sharp, and flat symbols are placed in the music to alter the pitch performed. If we are not executing these symbols properly we are not performing the desired pitch given by the composer and it will not be comfortable to the listener.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • the definition behind each written symbol (ie. <i>p, pp, mp, mf, f, ff</i>) and the proper way to perform each symbol. • the math involved with note values and time signatures, as well as how to properly execute the written notation on their instrument. • the importance of following the key signature(s) in their music, as well as all accidentals presented. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • perform various dynamics while reading music. • perform various note and rest lengths in music. • perform music in various time signatures and key signatures. • accurately perform music literature in a grade 2 to 3.5 level.

<p>Lower Cape May Regional School District RMT Middle School Band Curriculum Unit 3 Overview</p>
<p>Content Area: Instrumental Music</p>
<p>Unit Title: Critical Listening</p>
<p>Target Course/Grade Level: 7th & 8th</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> • In this unit, the students will demonstrate concepts of balance and blend in performance, produce a pleasing tone quality, and use effective listening and study skills in recognizing problems in notation and intonation.
<p>Interdisciplinary Connections: Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire</p>

Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks, google classroom/forms
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR-PRF.3 – Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- New Standards: 1.3A.8.Pr4e; 1.3B.12acc.Cr1a; 1.3B.12acc.Cr2b; 1.3B.12acc.Pr4b; 1.3B.12acc.Re7a; 1.3B.12acc.Re7b; 1.3C.12prof.Pr4b; 1.3C.12prof.Pr4c; 1.3C.12acc.Pr5a; 1.3C.12acc.Pr6a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g. binary, rondo, ternary)
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how

	compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their successes.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts and daily life.
Unit Enduring Questions: <ul style="list-style-type: none"> ● How are artistic styles, trends, and movements in music diverse amongst cultures and historical eras? ● As “traditional” works are performed alongside pieces with less conventional elements of style, how does the audience react? ● Does a performance of a piece by various ensembles change the effectiveness of the music? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● From the beginning of early music to now, elements in music have been greatly modified. There is value to be held in “traditional” works, as well as modern works. How each ensemble performs each piece can greatly change the effectiveness of the music.
Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none"> ● the importance of balance and blend in the ensemble. ● the importance of producing a pleasing tone quality and how it changes the tone color in the piece of music. ● how to effectively listen to themselves in an ensemble and identify notation and intonation issues. 	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none"> ● balance and blend their sound amongst the ensemble surrounding them. ● produce a pleasing tone from their instrument with proper breath support. ● Effectively adjust individual notation and intonation issues in their music.

Unit 4 Overview

Content Area: Instrumental Music

Unit Title: History

Target Course/Grade Level: 7th & 8th

Unit Summary:

- In this unit, the students will study appropriate interpretive musical techniques and recognize music from various cultures. Students will also be able to perform aesthetic qualities of music with proper interpretation.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks, google classroom/forms
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR-PRF.3 – Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- New Standards: 1.3A.8.Pr4e; 1.3B.12acc.Cr1a; 1.3B.12acc.Cr2a; 1.3B.12acc.Pr4b; 1.3B.12acc.Pr4c; 1.3C.12prof.Pr4b; 1.3C.12prof.Pr4c; 1.3C.12acc.Pr6a; 1.3A.8.Cn11a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.

1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts or storylines.
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.
1.3B.12acc.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3A.8.Cn11a	Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts and daily life.

Unit Objectives:*Students will know....*

- **how to apply empathy to music from various cultures.**
- **the importance of following complex notation presented in the music.**
- **how to use listening skills to determine the cultural and historical differences amongst music.**

Unit Objectives:*Students will be able to.....*

- **apply empathy to the music we perform and listen to.**
- **apply theoretical understanding of expressive and dynamic music terminology to their music.**
- **apply their listening skills to determine the cultural and historical differences amongst the music we listen to and perform.**

**Lower Cape May Regional School District RMT Middle School Band Curriculum
Unit 4 Overview**

Content Area: Instrumental Music

Unit Title: Ensemble Technique**Target Course/Grade Level: 7th & 8th****Unit Summary:**

- In this unit, the students will study transposition concepts, sub division of beats, conducting cues, the importance of listening and following directions, and self and group practice procedures. The students will also perform various attacks and releases appropriate to their grade level literature. Students will work on the skills required to memorize music when needed. They will work on marching and performing music at the same time when required.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
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- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science. 9.3.12.AR-PRF.3 – Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- New Standards: 1.3A.8.Pr4e; 1.3B.12acc.Cr1a; 1.3B.12acc.Cr2b; 1.3B.12acc.Pr4b; 1.3B.12acc.Re7a; 1.3B.12acc.Re7b; 1.3C.12prof.Pr4b; 1.3C.12prof.Pr4c; 1.3C.12acc.Pr5a; 1.3C.12acc.Pr6a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.
1.3B.12acc.Cr2b	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g. binary,

	rondo, ternary)
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.
1.3B.12acc.Re7a	Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
1.3B.12acc.Re7b	Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their successes.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

**Lower Cape May Regional School District RMT Middle School Band Curriculum
Unit 4 Overview**

Content Area: Instrumental Music

Unit Title: Musicianship

Target Course/Grade Level: 7th & 8th

Unit Summary:

- In this unit, the students will perform variations in dynamic contrast consistent with their skill level, accurately perform passages involving mixed articulations, utilize the concepts of phrasing, and match a scale with its chord.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Technology utilization in the form of chromebooks, google classroom/forms
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- New Standards: 1.3A.8.Pr4e; 1.3B.12acc.Cr1a; 1.3B.12acc.Cr2a; 1.3B.12acc.Pr4b; 1.3C.12prof.Pr4c; 1.3C.12acc.Pr5a; 1.3C.12int.Cn10a

Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.
1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts or storylines
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.

1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their successes.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Unit Objectives:*Students will know....*

- that dynamic markings are words for varying levels of volume (i.e. F is for forte, which means loud. P is for piano, which means soft.) A soft dynamic may give a peaceful feel to the music, while a louder dynamic may give a more energetic feel to the music.
- the symbols used to notate various articulation patterns (i.e. the dot above a note notates staccato and the line below a note notates tenuto) and how to perform them on their instrument.
- The importance of following ornamental notation markings. While the actual pitches and rhythms are important, how we perform those pitches and rhythms changes everything we hear.

Unit Objectives:*Students will be able to.....*

- identify and perform dynamic markings based on their symbols.
- identify and perform the symbols used to notate various articulations.
- identify the importance of following ornamental markings in the music.
- perform the ornamental markings in the music.

**Lower Cape May Regional School District RMT Middle School Band Curriculum
Unit 4 Overview**

Content Area: Instrumental Music

Unit Title: Performance Etiquette

Target Course/Grade Level: 7th & 8th

Unit Summary:

- In this unit, the students will study principles of effective group rehearsal skills and being proper audience members.

Interdisciplinary Connections:

Illustrations: Paintings/pictures of significant composers, performances, or instruments; poetry/stories aligned to repertoire
 Music recordings/live performance: Throughout the year- music is played for students to compare and contrast their own music
 Other Subjects: Mathematics, Geography, Social studies, History, World cultures, Language arts, Health and Fitness, Science

21st Century Themes, Skills, and Standards:

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Learning Targets

Anchor Standard #	Anchor Standards for Unit
1.3A.8.Pr4e	Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g. dynamics, tempo, timbre, articulation/style)
1.3B.12acc.Cr1a	Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts or storylines.
1.3B.12acc.Cr2a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts or storylines
1.3B.12acc.Pr4b	Analyze how the elements of music (including form) of selected works relate to the style, function and context and explain the implications for rehearsal and performance.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in varied repertoire of music through prepared and improvised performances.

1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their successes.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How can an audience member's behavior vary based on the performing group? ● How can we effectively rehearse to be most prepared for upcoming concerts? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● While there is much excitement in audience experiences there is a proper way to behave at them all and it varies. How we respond at a rock concert is not how we should respond at an orchestral performance. How we respond at a football game pep band performance is not how we should respond at a spring concert. ● Just like sports, the way we practice is the way we perform. We will go over rehearsal etiquette so we can make the most of our rehearsal time.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● the proper way to behave in various audience settings (i.e. how to behave at a football games versus spring concerts). ● the proper way to rehearse to make the most of our ensemble rehearsal time. 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● explain the proper audience etiquette for various settings and demonstrate that etiquette at school events. ● follow rehearsal rules to make the most of our ensemble rehearsal time.

**Lower Cape May Regional School District RMT Middle School Band Curriculum
Evidence of Learning**

Specific Formative Assessments Utilized in Daily Lessons:

- Written assessment on music notation
- Auditory assessment in lesson groups and full ensemble rehearsals

Summative Assessment Utilized throughout Units:

- Ongoing auditory evaluations
- Open discussion forums
- Written assessments on music notation

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments/Music
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

Project-based Learning Tasks:

- Concerts
- Parades
- Community Performances (ex. town ceremonies)
- Critiqued Festival Performances
- Talent Show

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- Published Journals of Music (ie. The Instrumentalist; Journal of Research in Music Education)
- Dictionaries of Music
- Various method books for specific instruments (ie. Arban for Brass; Klose for clarinet; Essential Elements; Yamaha)

Technology:

- Students must engage in technology applications integrated throughout the curriculum: Google classroom; tuners; metronomes; sightreadingfactory.com; musictheory.net; note reading apps.

Resources:

- Ancillary resources and materials used to deliver instruction are included below: Published Journals of Music (ie. The Instrumentalist; Journal of Research in Music Education); Dictionaries of Music; Various method books for specific instruments (ie. Arban for Brass; Klose for clarinet; Essential Elements; Yamaha)

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)**Varied journal prompts, spelling or vocabulary lists**

Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Orbitals	Students conduct independent investigations generally lasting 3-6

	weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the

	economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.

**Tic-Tac-Toe Choice Board
(sometimes called “Think-Tac-Toe”)**

The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

Curriculum development Resources/Instructional Materials:

List or Link Ancillary Resources and Curriculum Materials Here:

- Published Journals of Music (ie. The Instrumentalist; Journal of Research in Music Education)
- Dictionaries of Music
- Various method books for specific instruments (ie. Arban for Brass; Klose for clarinet; Essential Elements; Yamaha)

Board of Education Approved Text(s)

- See Music Library