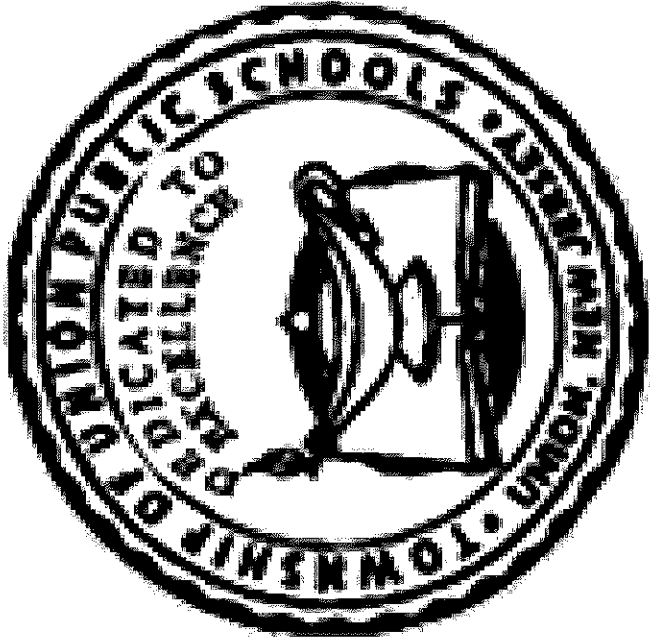
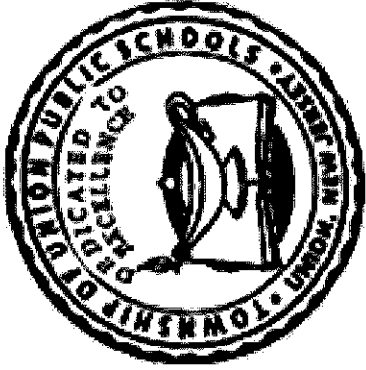


TOWNSHIP OF UNION PUBLIC SCHOOLS

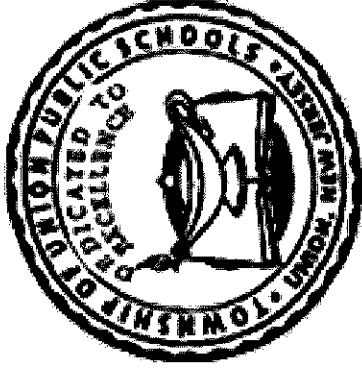


Grade 3 Band Group Lessons
Curriculum Guide
2014-2015



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Curriculum Committee

**Marianne Deczynski
Michael Malanga**

Group Lessons: Third Grade Band Group Lessons

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Mission Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Vision Statement

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The Third Grade band program consists of students who participate in a band class that meets once a week and a rotating group lesson. The program is designed to give students the opportunity to develop their skills on their primary instrument and participate in performance activities. They perform two concerts a year: a February 'demo' performance and a spring concert. The curriculum is a combination of lessons, exercises and assessments that come from "Premier Performance" and concert selections. The exercises are rehearsed throughout the school year and will be explained in the following lesson plans. The concert selections contain many of the concepts that are studied in the textbook.

The purpose of this course is to learn to play a wind instrument in a manner that will instill good musical habits and provide a complete cultural experience that meets and exceeds the NJ Core Curriculum Content Standards.

The listed materials should be used as guidelines and are subject to the individual instructor. This course is outlined according to the New Jersey Core Curriculum Standards for Visual and Performing Arts.

Recommended Textbook

1. Premier Performance Book 1 – Ed Sueta

Supplementary materials, or lesson books, can be utilized as the individual teacher sees fit to further enhance the skills outlined in this guide.

Course Proficiencies

Students will be able to ...

1. Demonstrate proper instrument assembly and care
2. Demonstrate correct breath control, embouchure and tonguing technique.
3. Perform on a wind instrument using a reasonable level of performance proficiency including: good tone quality, technique and pitch.
4. Sight read music including whole, half and quarter note rhythms.
5. Perform from memory the Concert B flat pentachord.
6. Increase the skills of critique and evaluation in relation to individual and full ensemble performance.
7. Obtain a passing grade on performance assessments.

Curriculum Units

Unit 1: Lessons #1-4

1. Introduction to correct instrument assembly.
2. Introduction to instrument care
3. Introduction to embouchure/tone production.
4. Introduction to fingering of concert B flat, C and D.
5. Performance Assessment of Lessons #1-4

Unit 2: Lessons #5-8

1. Introduction to musical symbols.
2. Introduction to note reading concert E flat, F.
3. Introduction to whole note/rest.
4. Performance Assessment of Lessons 5-8.

Unit 3: Lessons # 9-12

1. Introduce repeat sign.
2. Introduction to half and quarter notes/rests.
3. Introduction to tonguing.
4. Introduction to first and second endings
5. Introduction to note reading concert B flat and C.
6. Performance Assessment of Lessons 9-12.

Unit 4: Lessons # 13-18

1. Introduction to ties.
2. Perform a two part round.
3. Development of breath control.
4. Introduction of key signatures.
5. Performance Assessment of Lessons 13-18

Unit 5: Lessons # 19-24

1. Introduction to note reading concert A and G.
2. Introduction to duets.
3. Introduction to the accent.
4. Perform B flat pentachord by rote.
5. Performance Assessment of Lessons 19-24

Unit 6: Lessons #25-28

1. Introduction of concert selection.
2. Review of note reading skills.
3. Performance Assessment of concert selection.

Unit 7: Lessons #29-34

1. Introduction of additional concert selections.
2. Review of note reading skills
3. Refinement of technique.
4. Performance Assessment of concert

Unit 8: Lessons #35-36

1. Performance of concert program
2. Student assessment of concert program
3. Review of all skills.

Pacing Guide- Course

<u>Content</u>	<u>Number of Weeks</u>
<u>Unit 1:</u> Lessons # 1-4	4
<u>Unit 2:</u> Lessons # 5 -8	4
<u>Unit 3:</u> Lessons # 9-12	4
<u>Unit 4:</u> Lessons # 13-18	6
<u>Unit 5:</u> Lessons #19-24	6
<u>Unit 6:</u> Lessons # 25-28	4
<u>Unit 7:</u> Lessons #29-34	6
<u>Unit 8:</u> Lessons #35-36	2

Week # 1 - 4

Unit 1: Lessons 1-4 (1.1,1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Why is music important? How to you assemble your instrument? How do we care for our instrument? How do we perform rest and playing positions? Why is embouchure and why is it important? How to finger notes?	<ul style="list-style-type: none">• Students will demonstrate knowledge of instrument care.• Students will understand and demonstrate correct rest and playing position.• Students will demonstrate understanding of embouchure.• Students will demonstrate tone production on their instrument.• Students will demonstrate finger placement.• Students will begin relating notation to performance.	<ul style="list-style-type: none">• Teacher will explain care and handling of instrument.• Teacher will demonstrate instrument assembly.• Teacher will demonstrate correct rest and playing positions.• Teacher will discuss and demonstrate embouchure.• Teacher will demonstrate correct finger placement for notes.• Student will be introduced to notation.• Lesson Book p. 10	<ul style="list-style-type: none">• Level 1: Students will demonstrate proper care and handling of the instrument, instrument assembly rest and playing position and embouchure. Students will create first sounds.• Level 2: Students will independently demonstrate proper care and handling of the instrument, assembly, rest and playing position, finger placement and embouchure. Students will be able to produce a good sound on their instrument and relate the notes to notation.• Level 3: Students will consistently and independently demonstrate proper care and handling of the instrument, assembly, rest and playing position, finger placement and embouchure. Students will be able to consistently produce a good sound on their instrument and relate the notes to notation.

Week # 5 - 8

Unit 2: Lessons 5-8 (1.1., 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks. (CPIs)	Activities	Assessments
<p>How to we interpret musical symbols?</p> <p>Why is note reading important?</p> <p>How to we play with rhythmic accuracy?</p> <p>How to we play whole notes?</p>	<ul style="list-style-type: none">• Students will understand basic music symbols.• Students will be able to read and play whole note patterns.• Students will identify and play concert D, E flat and F.• Students will continue to develop good embouchure and tone.	<ul style="list-style-type: none">• Students will demonstrate understanding of music symbols through flash cards and question/answer.• Students will demonstrate understanding of whole notes/rests through performance.• Students will perform exercises using concert D, E and F.• Students will continue to develop correct embouchure and tone production.• Lesson book p. 10	<ul style="list-style-type: none">• Level 1- Students will demonstrate correct instrument assembly, embouchure and tone production. Students will perform exercises using whole notes.• Level 2 – Students will independently assemble their instruments and demonstrate good embouchure and tone production. Students will accurately perform exercises using whole notes.• Level 3 – Students will consistently assemble their instruments correctly and demonstrate good embouchure and tone production. They will independently perform exercises using whole notes with even tempo and good breath support.

Week # 9 - 12

Unit 3: Lessons 9-12 (1.1, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we perform quarter notes?</p> <p>How do we perform half notes?</p> <p>What is a repeat sign?</p> <p>How do we perform tonguing on our instrument?</p> <p>How do we perform a first and second ending?</p> <p>How do we play concert B flat and C?</p>	<ul style="list-style-type: none">• Students will identify and play half notes/rests.• Students will identify and play quarter notes/rests.• Students will learn how to identify a repeat sign.• Students will demonstrate an understanding of tonguing technique.• Students will identify first and second endings.• Students will begin to increase their note reading ability.	<ul style="list-style-type: none">• Students will demonstrate understanding of half notes/rest through performance.• Students will demonstrate understanding of quarter notes/rests through performance.• Students will identify and perform exercises using a repeat sign.• Students will demonstrate understanding of first and second endings through performance.• Students will demonstrate understanding of tonguing technique through performance.• Students will perform exercises using concert B flat and C.• Lesson book pp. 10 -11	<ul style="list-style-type: none">• Level 1- Students will demonstrate understanding of correct embouchure and performance of first three notes. Students will perform exercises using quarter and half notes/rests.• Level 2 – Students will demonstrate correct embouchure, tone production and fingering of first three notes. Students will perform exercises with even tempo, rhythmic accuracy and correct fingerings.• Level 3 – Students will independently and consistently demonstrate correct embouchure, tone production and fingering of first three notes. Students will perform all exercises independently with even tempo, rhythmic accuracy, correct fingerings/pitch and good tone production.

Week # 13 – 18

Unit 4: Lesson 13-18 (1.1., 1.2, 1.3)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>What is a tie in music?</p> <p>What is a key signature?</p> <p>How do we perform a folk tune?</p> <p>How do we perform a first and second ending?</p> <p>How do we play a round?</p> <p>Why is breath control important?</p>	<ul style="list-style-type: none">• Students will identify ties in music.• Students will identify the key signature of each exercise.• Students will perform exercises using a first and second ending.• Students will perform a simple round.• Students will perform French folk tunes.• Students will continue to develop breath control/tone production.	<ul style="list-style-type: none">• Students will perform exercises using ties.• Students will identify key signatures before performing exercises.• Students will demonstrate understanding of first and second endings through performance.• Students will demonstrate understanding of folk songs.• Students will demonstrate understanding of a round through performance.• Students will identify and observe breath marks in their music.• Students will continue to develop good embouchure and tonguing technique through warm ups.• Lesson book p. 12-13	<ul style="list-style-type: none">• Level 1: Students will demonstrate understanding of music symbols through question and answer. Students will demonstrate understanding of correct embouchure and tone production.• Level 2 – Students will perform exercises using ties and first and second endings. Students will identify key signatures and play exercises with steady tempo, correct fingerings and rhythms and good breath support.• Level 3 -- Students will perform all exercises independently and correctly with even tempo, correct fingerings and rhythms, good embouchure and tone production and observing all music symbols.

Week # 19-24

Unit 5: Lesson 19-24 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
<p>How do we play concert A and G?</p> <p>How do we perform a duet?</p> <p>How do we execute an accent?</p> <p>How do we play the concert B flat pentachord?</p>	<ul style="list-style-type: none">• Students will demonstrate fingering of concert A and G.• Students will perform simple duets.• Students will demonstrate understanding of an accent.• Students will perform the concert B flat pentachord..	<ul style="list-style-type: none">• Students will demonstrate understanding of concert A and G through performance.• Students will perform simple duets in small and large groups.• Students will demonstrate understanding and performance of accents.• Students will perform the concert B flat pentachord by rote with good tone and correct fingerings.• Lesson book p. 14-15	<ul style="list-style-type: none">• Level 1: Students will demonstrate understanding of concert A and G fingerings. Students will perform simple duets with supervision and demonstrate the correct fingerings for the B flat pentachord.• Level 2: Students will perform exercises and duets including the concert A and G notes. Students will demonstrate an understanding of accents and perform the B flat pentachord.• Level 3: Students will independently and consistently perform exercises and duets including the concert A and G notes and accents. They will perform the concert B flat pentachord with good tone, breath support and articulation.

Week #25-28

Unit 6: Lesson 25-28 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we prepare for a concert performance?</p> <p>How do we relate our skills to a concert piece?</p>	<ul style="list-style-type: none">• Students will apply musical skills to prepare a concert selection for performance.• Students will review note reading.• Students will continue refinement of technique.	<ul style="list-style-type: none">• Students will demonstrate note reading ability through concert selection.• Students will demonstrate good embouchure, tone production and breath support through concert selections.• Students will perform selection as an ensemble, employing good listening skills and unison.• Students will refine technique through performance feedback.• Concert selections.	<ul style="list-style-type: none">• Level 1: Students will perform selections with assistance.• Level 2: Students will perform selections independently with even tempo and correct rhythms.• Level 3: Students will perform selections consistently and independently with even tempo, correct fingerings, correct embouchure, good tone production and breath support, articulation and rhythms.

Week #29-34

Unit 7: Lesson 29-34 (1.1, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we prepare a concert program?</p> <p>How do we play together as a group?</p> <p>How do we refine or technique?</p>	<ul style="list-style-type: none">• Students will refine technique.• Students will learn additional concert selections.• Students will perform as a member of an ensemble.	<ul style="list-style-type: none">• Students will demonstrate good technique through performance.• Students will review and demonstrate note reading skills through concert selections.• Students will demonstrate ensemble skills through performance.• Students will demonstrate good rhythm through performance.• Concert selections.	<ul style="list-style-type: none">• Level 1: Students will perform concert selections as part of an ensemble with steady tempo and good tone. They will demonstrate understanding of good embouchure and correct fingerings.• Level 2: Students will independently perform concert selections with correct embouchure, good tone production, steady tempo, correct rhythms and fingerings.• Level 3: Students will independently and consistently perform concert selections with correct embouchure, good tone production, articulation, steady tempo, correct rhythms and fingerings. These students will anchor the ensemble and provide support for level 1 students.

Week #35-36

Unit 8: Lesson 35-36 (1.1, 1.2, 1.3, 1.4)

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we prepare for a concert performance?</p> <p>How do we perform in concert?</p> <p>How do we critique our performance?</p> <p>How do we continue to improve our skills?</p>	<ul style="list-style-type: none">• Students will demonstrate correct concert protocol.• Students will participate in a concert performance.• Students will critique their performance.• Students will continue to improve their skills.	<ul style="list-style-type: none">• Students will participate in concert rehearsals, demonstrating understanding of concert protocol.• Students will participate in a concert performance.• Students will critique their performance, offering suggestions for improvement.• Students will continue to refine and develop skills through lesson book exercises.	<ul style="list-style-type: none">• Level 1: Students will perform in concert demonstrating correct protocol. Students will review concert performance citing strengths and weaknesses.• Level 2: Students will perform in concert demonstrating correct protocol and good performance of appropriate selections. Students will review concert performance citing strengths and weaknesses and areas for improvement. They will continue to develop skills through lesson book exercises.• Level 3: Students will perform in concert independently demonstrating correct protocol and performance of concert selections. Students will review concert performance citing strength and weaknesses and areas for improvement. They will continue to develop skills through lesson book exercises and provide support for other students.

New Jersey Core Curriculum Content Standards
Academic Area

- 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.
- 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.
- 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.
- 1.4 Aesthetic Responses & 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.