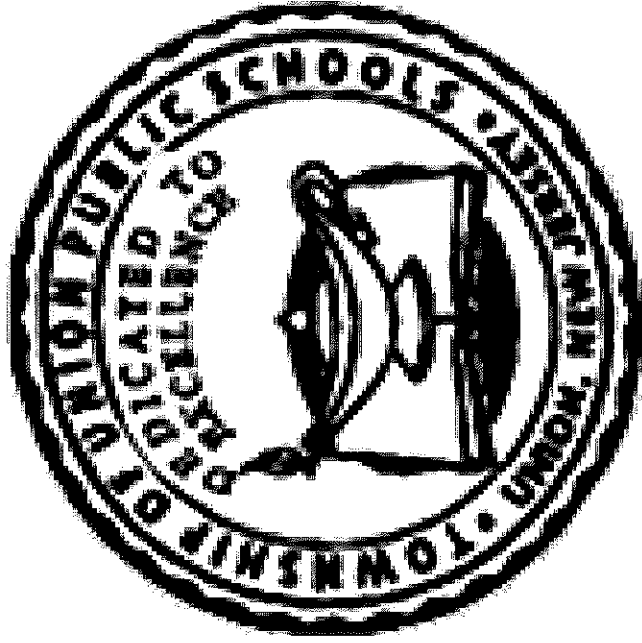
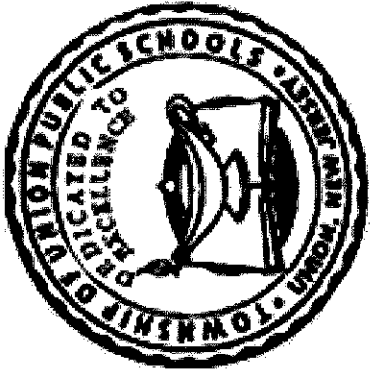


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Concert Band 4**

# **Curriculum Guide 2015**



## **Board Members**

**David Armino, President**

**Vito Nufrio, Vice President**

**Lois Jackson**

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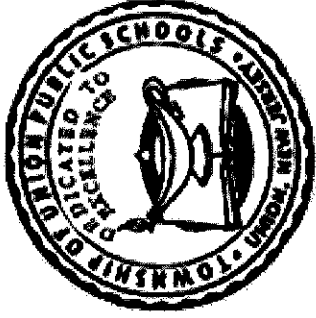
**Thomas Layden**

**Ron McDowell**

**Guy Francis**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

District Superintendent ..... Mr. Gregory Tatum

Assistant Superintendent .....Dr. Noreen Lishak

Board Attorney .....Mr. James J. Damato

School Business Administrator ..... Mr. Manuel E. Vieira

Director of Student Information/Technology ..... Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

Director of Special Services.....Ms. Kim Conti

## DEPARTMENT SUPERVISORS

School Counseling .....	Nicole Ahern
Special Services K-8.....	Sherry Gallanter
Special Serviced 9-12.....	Joseph Suegling
Special Services Pre K -8.....	Donna Wozniak
Pre K-2 English, Math, Science, Social Studies.....	Maureen Corbett
Social Studies/Business .....	Libby Galante
World/Language/ESL/Career Education/Computers>.....	Yvonne Lorenzo
Art/Music .....	Ronald Rago
English 6-12.....	Mary Malyska
Mathematics 2-5, Science 2-5.....	Theresa Matthews

**Curriculum Committee  
Academic Area**

**4<sup>th</sup> Grade Concert Band**

**David Braham  
Gerry Yoselevich**

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## **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.

## **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.

## **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 principals.**
- **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**

Elementary School concert band is designed to guide the young musician through a musical training and musical literacy program. Concert Band is a full year course that meets twice per week for students in grade three. Concert band involves a progressive course of study in the fundamentals of music, instrumental technique, and performance.

Through a varied repertoire, students will explore their musical potential as well as develop their musical vocabulary and general music theory.

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 Textbooks**

Essential Elements for Band  
Play – a – long CD (available )

## **Course Proficiencies**

**Students will be able to...**

1. Demonstrate proper posture, instrumental technique and correct note fingerings.
2. Perform on their instrument using good tone quality, articulation and dynamics.
3. Perform quality concert band literature of various levels and styles.
4. Increase the skills of critique and evaluation in relation to individual and full ensemble performance.

## Curriculum Units

Unit 1: \_\_\_\_\_

Unit 2: \_\_\_\_\_

Unit 3: \_\_\_\_\_

Unit 4: \_\_\_\_\_

Unit 5: \_\_\_\_\_

Unit 6: \_\_\_\_\_

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Week # 1 – 4 Band Fundamentals.	15 - 30
<u>Unit 2:</u> Week # 5 – 8 Concert Band Repertoire.	15 - 30
<u>Unit 3:</u> Week # 9 – 12 Concert Band Repertoire/Testing.	15 - 30
<u>Unit 4:</u> Week # 13 – 15 Concert Preparation/Performance.	15 - 30
<u>Unit 5:</u> Week # 16 Critique and Evaluation.	5
<u>Unit 6:</u> Week # 17 – 36 Second Semester.	2 <sup>nd</sup> Marking Period.

**Week # 1 - 4**

**Unit 1: Band Fundamentals. (1.1, 1.2, 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"><li>• Review musical terms and symbols.</li><li>• Introduce musical terms and symbols as needed for the understanding of the new concert repertoire.</li><li>• Review and provide information on instrumental pedagogy for the various instruments (reeds, mouthpieces, oils, makes of instruments etc.).</li></ul>	<ul style="list-style-type: none"><li>• Review all materials to be used in each grade level.</li><li>• Review proper breathing and instrumental techniques.</li><li>• Introduce all warm-ups and scales in accordance with concert selections.</li><li>• Week # 3 – 4 introduce music.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will recognize their particular clefs as well as the basic notation for their instrument.</li><li>• Level 2: Students will recognize all of the above including notation relating to the interpretation of and nuance of the music.</li><li>• Level 3: Students will recognize and perform all of the above and be able to perform the concert selections at an advanced level.</li></ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• Diaphragmatic breathing, breathe support and embouchure setting</li> <li>• Review proper instrumental technique and posture.</li> </ul>	<ul style="list-style-type: none"> <li>• Week # 3 – 4 Introduce the concert repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3: Students will recognize and perform all of level 2 including recognition of key signatures and key changes.</li> </ul>

**Week # 5 - 8**

**Unit 2: Vocal Repertoire (1.1., 1.2, 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"><li>• Continue to develop rhythmic and melodic accuracy leading to improvement of music reading.</li><li>• Students will focus on breath support, embouchure for the purpose of improving tone quality and articulation.</li><li>• Students will learn the fingerings necessary to expand the range of their instrument.</li></ul>	<ul style="list-style-type: none"><li>• As an ensemble tap, say and play rhythmic patterns on various scales.</li><li>• Warm up in various keys and rhythms.</li><li>• Begin teaching band repertoire focusing on rhythmic and tonal accuracy.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will learn to perform concert selections in rhythm, on pitch and to maintain a steady tempo.</li><li>• Level 2: Students will learn to perform contrasting rhythmic and melodic patterns accurately and independently on their instrument.</li></ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>Students will review and discuss tempo and dynamic terms.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work on interpretive musical devices for each selection.</li> </ul>	<ul style="list-style-type: none"> <li>Level 3: Students will identify both the time signature and key signatures of all selections.</li> <li>Students will also perform all selections with all tempo and dynamic changes from memory.</li> </ul>



**Week # 9 - 12**

**Unit 3: Band Repertoire and Testing ( 1.1., 1.2, 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"><li>• Students will continue to perform with proper posture, instrument technique, breathe support and embouchure.</li><li>• Students will be tested (week # 11-12) on their individual instrument part, select scales and musical examples from their method books.</li><li>• Students will also take a written test on fundamental music concepts.</li></ul>	<ul style="list-style-type: none"><li>• During weeks # 9 -10 all concert music will be completed and rehearsed.</li><li>• Students will be tested on various sections of music.</li><li>• Students will be tested individually on scales and excerpts from the method books.</li><li>• Students will complete the written portion of testing based on the 3 levels of assessment.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will be tested on basic musical terminology, scales and technique.</li><li>• Level 2: Students will be tested on scales pertaining to their current selections, musical terminology, and technique.</li><li>• Level 3: Students will be tested on scales pertaining to their current selections, musical terminology, technique and attention will be devoted to the nuances of interpretation.</li></ul>

**Week # 13 - 15**

**Unit 4: Concert Preparation (1.1., 1.2, 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"><li>• Discussion of proper concert etiquette as it relates to the performer.</li><li>• Students will rehearse and discuss logistics pertaining to the concert performance.</li><li>• All musical selections will be rehearsed for further musical refinement.</li></ul>	<ul style="list-style-type: none"><li>• Discuss arrival time, attendance, and concert attire. Distribute parent letter.</li><li>• Rehearse the entrances and exit from the concert venue.</li><li>• Perform all music focusing on nuance and interpretation.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will perform concert selections using correct rhythms and pitches while following the cues of the conductor.</li><li>• Level 2: Students will perform concert selections using correct rhythms pitches, dynamics and other nuances while following the cues of the conductor.</li><li>• Level 3: Students will perform concert selections using correct rhythms pitches and dynamics</li></ul>

while employing a beautiful tone and advanced articulations.

**Week # 16**

**Unit 5: Critique and Evaluation (1.1, 1.2, 1.3, 1.4)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"><li>• Students will listen to or view the concert performance.</li><li>• Students will critique their individual as well as ensemble performance.</li><li>• Students will discuss both the positive and the negative aspects of the concert.</li></ul>	<ul style="list-style-type: none"><li>• Depending on availability, each band will listen to or view the entire concert.</li><li>• Students will complete a concert performance critique (See Appendix).</li></ul>	<ul style="list-style-type: none"><li>• Level 1: The band students will discuss the performance in terms of rhythmic accuracy and tempo consistency.</li><li>• Level 2: The band students will discuss the performance in terms of rhythmic and tonal accuracy, tempo consistency, and articulation</li></ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
		<ul style="list-style-type: none"> <li>• Students will discuss as a class both the positive and negative areas of all performances.</li> <li>• Students will discuss improvements needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3: The band students will discuss the performance in terms of rhythmic and tonal accuracy, tempo consistency, dynamics and articulations.</li> </ul>

Week # 17 - 36

Unit 6: Band Repertoire

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
	<ul style="list-style-type: none"><li>• All instrumental-performing ensembles will continue in the same format as the first semester.</li><li>• Introduce new musical repertoire for the next concert.</li><li>• Students will be tested on new material during week # 24 - 25</li></ul>	<ul style="list-style-type: none"><li>• Review all band and theory terms learned in the first semester.</li><li>• Discuss and implement new instrumental and ensemble warm ups.</li><li>• Continue building sight-reading skills.</li><li>• Distribute new music and discuss the different level.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will perform music intended to expand the range by a major 2<sup>nd</sup> in both directions as well as building upon their rhythmic vocabulary to include the dotted rhythm.</li><li>• Level 2: Students will perform music intended to expand the range by a major 3<sup>rd</sup> in both directions as well as building upon their rhythmic vocabulary to include the dotted rhythms and triplets.</li></ul>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
	<ul style="list-style-type: none"> <li>• A review of all concert logistics will be discussed.</li> <li>• A critique and evaluation of the full year will take place in weeks # 35 – 36.</li> </ul>	<ul style="list-style-type: none"> <li>• Test on all previous and new terms and concepts as well as vocal testing on current music.</li> <li>• Critique and evaluate concert performance.</li> <li>• Discuss the improvements made.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3: Students will perform music intended to expand the range by a perfect 4<sup>th</sup> in both directions as well as building upon their rhythmic vocabulary to include the dotted rhythms and triplets in a variety of odd and compound meters.</li> </ul>

**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.