

**COURSE TITLE:**

WIND ENSEMBLE

**LENGTH:**

ONE YEAR  
GRADES 10-12

**SCHOOL:**

RUTHERFORD HIGH SCHOOL  
RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Rutherford High School  
Rutherford, NJ  
Fine, Practical & Performing Arts  
Wind Ensemble  
Spring 2015

## **1. INTRODUCTION/OVERVIEW/PHILOSOPHY**

Wind Ensemble provides students with the opportunity to engage in the advanced study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading of music are emphasized. Individual intonation and ensemble intonation are crucial areas of development. The music selections challenge students to develop their expertise as instrumentalists in a cooperative environment. Successful completion of this course will prepare students to advance to a college or semi-professional setting.

Also available to the students in the Wind Ensemble are extracurricular activities including: Marching Band, Jazz Ensemble, Percussion Ensemble, Brass Ensemble, chamber ensembles and various solo opportunities.

## 2. OBJECTIVES

### A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

<http://www.state.nj.us/education/cccs/>

#### VISUAL AND PERFORMING ARTS

##### STANDARD 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.

##### STANDARD 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.

##### STANDARD 1.3

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

##### STANDARD 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.

## TECHNOLOGY

### STANDARD 8.1

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

## 21<sup>st</sup> CENTURY LIFE and CAREERS

### STANDARD 9.2

**CAREER AWARENESS, EXPLORATION, AND PREPARATION:**  
Review career goals and determine steps necessary for attainment

### CAREER READY PRACTICES

**CRP1:** Act as a responsible and contributing student  
**CRP2:** Apply appropriate academic and technical skills  
**CRP3:** Attend to personal health and well-being

## B. COURSE OUTLINE

*All standards cited in course outline are through Grade 12.*

**Throughout the course students in Wind Ensemble will:**

1. evaluate and respond to musical performances of our ensemble as well as other school bands at competitions, festivals and recordings by drawing on aesthetic concepts.
2. listen perceptively to music, distinguishing such elements as pitch, melody, harmony, rhythm, timbre, structure, and dynamics, as these relate to the expressive whole.
3. demonstrate an awareness of music as a means of communication and expression.
4. demonstrate an awareness of music of varied styles and historical periods, as well as the contributions by women and minorities.
5. make personal aesthetic judgments based on musical knowledge.

6. express oneself musically while adding to the group performance through playing an instrument with the group.
7. demonstrate a mastery of traditional musical notation.
8. appreciate and develop respect for creators, performers, and various styles of music.
9. identify and describe, using appropriate terminology, various musical forms, materials and composition techniques from different historical periods.
10. explore various career possibilities available in the music field.
11. demonstrate mastery of major and minor scales and ability to articulate complex rhythmic and melodic notation.
12. advance technical proficiency on their respective instruments.

### **3. PROFICIENCY LEVELS**

This is an elective course open to students in grades 10-12 by audition.

### **4. METHODS OF ASSESSMENT**

#### **➤ Student Assessment**

The teacher will provide a variety of assessments:

- Ensemble performance
- Group or individual presentations
- Quizzes/tests
- Individual critiques
- Group critiques
- Student listening
- Teacher observation

➤ **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Self-evaluation/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

## **5. GROUPING**

A minimum of one year of Concert Band is a prerequisite for this course.

## **6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Wind Ensemble is a full-year elective course, as part of the instrumental program, weekly lessons are scheduled on a rotating basis.

## **7. RESOURCES**

- Individual instrument either student or school provided
- Music arrangements
- Musical exercise books
- Concert folios
- Theory Workbooks
- Instruments
- Instructional media

## **8. METHODOLOGIES**

During the school year, works written by composers from the Baroque, Classical, Romantic, Jazz and Modern periods are chosen and performed.

**Students will:**

- sing.
- play on instruments.
- demonstrate rhythms.
- critique peer performances.
- critique professional performances.
- record and self-evaluate their own performances.

## **9. SUGGESTED ACTIVITIES**

- Singing
- Playing
- Matching pitch to a tuner
- Using a metronome
- Matching pitch to another instrument
- Field trips
- Professional performances
- Performance-based festivals

## **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## 11. INTERDISCIPLINARY CONNECTIONS

- World History
- Art
- Math
- World language for articulation
- Language Arts: musical terms for articulation, tempo and dynamics
- Biology (breathing, embouchure)
- Computer technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.12
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.12
- Presentation and exploration of related career possibilities 9.2.12
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## 12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hours statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### 13. CURRICULUM MAP – Wind Ensemble

Class	September	October	November	December	January
Wind Ens.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform major scales and exercises in multiple keys                             <ul style="list-style-type: none"> <li>• Define <i>tessitura</i> (e.g., the general pitch or sound of a note played)</li> <li>• Expand individual range in playing personal instruments (e.g., range of octaves)</li> <li>• Assess diverse examples of musical literature through listening exercises</li> <li>• Compare and contrast tone, clarity, blend, and balance in performances</li> <li>• Expand individual range</li> <li>• Begin concert repertoire rehearsal</li> <li>• Sight reading.</li> <li>• Rhythm reading</li> <li>• Begin music theory work books</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Articulations: tonguing and slurring</li> <li>• Continue concert repertoire rehearsal</li> <li>• Sight reading.</li> <li>• Rhythm reading</li> <li>• Critique personal performance for tone, clarity, blend, and balance using a scoring rubric</li> <li>• Identify personal goals for the improvement of performance</li> <li>• Demonstrate the ability to play Grade III musical literature</li> <li>• Sight reading.</li> <li>• Rhythm reading</li> <li>• Music theory work books</li> </ul>	<ul style="list-style-type: none"> <li>• Assess melody and countermelody to determine lead and secondary lines in music</li> <li>• Identify melody and countermelody in listening exercises</li> <li>• Discuss the difficulty level of Grade IV music</li> <li>• Apply musical terms (e.g. melody, countermelody, tone, clarity, blend, balance) to assess Grade IV musical literature</li> <li>• Conduct individual assessment of performance progress and comprehension</li> <li>• Continue concert repertoire rehearsal</li> <li>• Sight reading.</li> <li>• Rhythm reading</li> <li>• Music theory work books</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, A, Bb, C, C#/Db, D, Eb, F, F#/Gb, and G scales one octave in all-state rhythm.</li> <li>• Rehearse all Winter Concert selections.</li> <li>• Apply knowledge of individual and section roles in performance</li> <li>• Conduct advanced individual assessment of performance progress and comprehension</li> <li>• Music theory work books</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, Bb, Eb and F scales two octaves in all-state rhythm.</li> <li>• Chromatic scale in eighth notes</li> <li>• Identify three forms of minor scales: natural, harmonic, and melodic</li> <li>• Music theory work books</li> </ul>

Class	February	March	April	May	June
Wind Ens.	<ul style="list-style-type: none"> <li>• Concert Ab, Bb, C, Eb, F, and G Scales two octaves in all-state rhythm</li> <li>• Chromatic scale in triplets one octave</li> <li>• Begin concert repertoire rehearsal</li> <li>• Sight reading</li> <li>• Differentiate among minor scales in listening</li> <li>• Demonstrate the ability to play three forms of minor scales</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, A, Bb, C, D, Eb, F, and G scales two octaves in all-state rhythm</li> <li>• Chromatic scale in eighth notes two octaves</li> <li>• Continue concert repertoire rehearsal</li> <li>• Sight reading</li> <li>• Distinguish among chromatic, pentatonic, and whole tone scales</li> <li>• Develop personal technique through practice of advanced scales</li> <li>• Demonstrate the ability to perform accurately at increasing tempos</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G scales two octaves in all-state rhythm</li> <li>• Chromatic scale in triplets two octaves</li> <li>• Continue concert repertoire rehearsal</li> <li>• Sight reading</li> <li>• Compare and contrast Grade III and Grade IV musical literature for difficulty level</li> <li>• Apply comprehension of the demands of Grade IV musical literature in performance</li> <li>• Assess personal performance for mastery of new minor scales using a scoring rubric</li> <li>• Discuss proper concert etiquette (e.g., following conductor, listening skills, stage presence)</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G scales two octaves in all-state rhythm</li> <li>• Chromatic scale in triplets two octaves</li> <li>• Sight reading</li> <li>• Assess individual and ensemble musicianship as related to concert performance using a scoring rubric</li> <li>• Demonstrate mastery of Grade IV musical literature</li> <li>• Critique live performance for tone, rhythm, pitch, clarity, blend, balance, and interpretation</li> <li>• Analyze personal and ensemble performances using a scoring rubric</li> <li>• Assess progress toward personal goals</li> <li>• Perform successfully for an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Concert Ab, A, Bb, B, C, C#/Db, D, Eb, F, F#/Gb, and G scales two octaves in all-state rhythm</li> <li>• Chromatic scale in triplets two octaves</li> <li>• Advanced articulation: slur two eighth notes tongue two eighth notes, and tongue two eighth notes slur two eighth notes in concert Ab, Bb, Eb, and F</li> <li>• Review for Final Exam</li> <li>• Final Exam</li> </ul>