

Pine Hill Public Schools Curriculum

Content Area:		Instrumental Music	
Course Title/ Grade Level:		HR Jazz Band 9-12	
Unit 1:	Winter Concert Repertoire Sight Reading Blues Scales Rhythm Sheet Grooves	Month:	September- November
Unit 2:	Winter Concert Repertoire Sight Reading Spring Concert Repitoir Mixolydian Scales Rhythm Sheet Grooves	Month:	November- January
Unit 3:	Spring Concert Repertoire Sight Reading Dorian Scales/ Rhythm Sheet Grooves	Month:	February- April
Unit 4:	Spring Concert Repertoire Sight Reading Lydian Dominant Scales Rhythm Sheet Grooves Graduation Music Tri-M Honors Small Ensemble	Month:	April- June
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Winter Concert & Blues Scales		Unit #: 1
Course or Grade Level: Lab Jazz Band		Length of Time: September- November
Date Created: 5/15/12		BOE Approval Date:
Pacing	Pacing will be based on the progress, but not limited on the technical passages. Pacing on the emotional range of the composition.	
Essential Questions	<ul style="list-style-type: none"> • How do we count that syncopated rhythm? What is the dynamic range of this composition? What articulation should be used to create the desired result? How do you explain the time signature/ meter? What scale, chord, arpeggio, drum groove, hemiola is being used through this passage? How does this piece groove/ swing? 	
Content	<ul style="list-style-type: none"> • Students will focus on the technical sections of the concert repertoire. Students will understand the interpretation/ inflection of the composition. 	
Skills	<ul style="list-style-type: none"> • Students will be developing their listening skills through directions, tuning and section intonation. • Students will develop articulation skills and varying techniques on their instruments. • Students will develop problem solving methods for counting rhythms. • Students will develop non verbal communication. • Students will be able to evaluate and assess performances through verbal and written communication. • Students will develop proper style of a composition through inflection and interpretation. • Students will be aware of Word Rhythms and interpretations. • Students will develop fine motor skills necessary for individual performance. • 	
Assessments	<ul style="list-style-type: none"> • Formative- Post Concert Critique- a written assessment based on a video or audio recording of the concert • Formative- Students assessing their in class performance • Summative- Bench Mark (Performance Based) Wind Players 12 Blues Scales, Rhythm Sheet (Honors Etudes) Percussionists- 12 Blues Scales, Selected Grooves; Rhythm Sheet (Honors Etudes) Keyboard - 12 Blues Scales, Rhythm Sheet (Honors Etudes) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Reasonable goals for beginning students. • Differentiated grading for beginning students. • Personal goals for developing students. • Goals for advanced students, challenging individual needs. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Post Concert Critique- students will write a paragraph or more assessing each of the pieces they performed on the concert. • Students will learn Music Vocabulary. A limited amount of words in Italian, Latin, Spanish other foreign languages through composers notes written in music • Students will develop coordination. • Technology will be used in the room on a weekly basis through computer, audio, video/ DVD and other software. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Blues Scale (treble and bass cleff) • Rhythm sheets • Groove packet • Regional and State Honors band audition pieces • 	
2009 NJCCCS		
Standard: Standard and Strands for Jazz Band are listed at the end of this document		
Strand(s):		

Content Statement(s):				CPI # / CPI(s):			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Winter Concert & Mixolydian Scales		Unit #: 2
Course or Grade Level: HR Jazz Band		Length of Time: November- January
Date Created: 5/15/12		BOE Approval Date:
Pacing	Pacing will be based on the progress, but not limited on the technical passages. Pacing on the emotional range of the composition.	
Essential Questions	<ul style="list-style-type: none"> • How do we count that syncopated rhythm? What is the dynamic range of this composition? What articulation should be used to create the desired result? How do you explain the time signature/ meter? What scale, chord, arpeggio, drum groove, hemiola is being used through this passage? How does this piece groove/ swing? 	
Content	<ul style="list-style-type: none"> • Students will focus on the technical sections of the concert repertoire. Students will understand the interpretation/ inflection of the composition. 	
Skills	<ul style="list-style-type: none"> • Students will be developing their listening skills through directions, tuning and section intonation. • Students will develop articulation skills and varying techniques on their instruments. • Students will develop problem solving methods for counting rhythms. • Students will develop non verbal communication. • Students will be able to evaluate and assess performances through verbal and written communication. • Students will develop proper style of a composition through inflection and interpretation. • Students will be aware of Word Rhythms and interpretations. • Students will develop fine motor skills necessary for individual performance. • 	
Assessments	<ul style="list-style-type: none"> • Formative- Post Concert Critique- a written assessment based on a video or audio recording of the concert • Formative- Students assessing their in class performance • Summative- Bench Mark (Performance Based) Wind Players 12 Mixolydian Scales, Rhythm Sheet (Honors Etudes) Percussionists- Groove Packet, Rhythm Sheet (Honors Etudes) Keyboard - 12 Mixolydian Scales, Rhythm Sheet (Honors Etudes) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Reasonable goals for beginning students. • Differentiated grading for beginning students. • Personal goals for developing students. • Goals for advanced students, challenging individual needs. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Post Concert Critique- students will write a paragraph or more assessing each of the pieces they performed on the concert. • Students will learn Music Vocabulary. A limited amount of words in Italian, Latin, Spanish other foreign languages through composers notes written in music • Students will develop coordination. • Technology will be used in the room on a weekly basis through computer, audio, video/ DVD and other software. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Major Scale and Major Chord sheets (treble and bass cleff) • Rhythm sheets • Rudament sheets • Regional and State Honors band audition pieces • 	
2009 NJCCCS		
Standard: Standard and Strands for Jazz Band are listed at the end of this document		
Strand(s):		

Content Statement(s):				CPI # / CPI(s):			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: Spring Concert & Dorian Scales		Unit #: 3
Course or Grade Level: HR Jazz Band		Length of Time: February- April
Date Created: 5/15/12		BOE Approval Date:
Pacing	Pacing will be based on the progress, but not limited on the technical passages. Pacing on the emotional range of the composition.	
Essential Questions	<ul style="list-style-type: none"> • How do we count that syncopated rhythm? What is the dynamic range of this composition? What articulation should be used to create the desired result? How do you explain the time signature/ meter? What scale, chord, arpeggio, drum groove, hemiola is being used through this passage? How does this piece groove/ swing? 	
Content	<ul style="list-style-type: none"> • Students will focus on the technical sections of the concert repertoire. Students will understand the interpretation/ inflection of the composition. 	
Skills	<ul style="list-style-type: none"> • Students will be developing their listening skills through directions, tuning and section intonation. • Students will develop articulation skills and varying techniques on their instruments. • Students will develop problem solving methods for counting rhythms. • Students will develop non verbal communication. • Students will be able to evaluate and assess performances through verbal and written communication. • Students will develop proper style of a composition through inflection and interpretation. • Students will be aware of Word Rhythms and interpretations. • Students will develop fine motor skills necessary for individual performance. • 	
Assessments	<ul style="list-style-type: none"> • Formative- Post Concert Critique- a written assessment based on a video or audio recording of the concert • Formative- Students assessing their in class performance • Summative- Bench Mark (Performance Based) Wind Players 12 Dorian Scales, Rhythm Sheet (Honors Etudes) Percussionists- Groove Packet, Rhythm Sheet (Honors Etudes) Keyboard - 12 Dorian Scales, Rhythm Sheet (Honors Etudes) 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Reasonable goals for beginning students. • Differentiated grading for beginning students. • Personal goals for developing students. • Goals for advanced students, challenging individual needs. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Post Concert Critique- students will write a paragraph or more assessing each of the pieces they performed on the concert. • Students will learn Music Vocabulary. A limited amount of words in Italian, Latin, Spanish other foreign languages through composers notes written in music • Students will develop coordination. • Technology will be used in the room on a weekly basis through computer, audio, video/ DVD and other software. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Major Scale and Major Chord sheets (treble and bass cleff) • Rhythm sheets • Rudament sheets • Regional and State Honors band audition pieces • 	

2009 NJCCCS

Standard:

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.

Strand(s): B. Music	
Content Statement(s):	CPI # / CPI(s):
Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.	1.1.12.B.1 - Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.	1.1.12.B.2 - Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
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.	
Strand: A. History of the Arts and Culture	
Content Statement(s):	CPI # / CPI(s):
Cultural and historical events impact art-making as well as how audiences respond to works of art.	1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras .
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.	
Strand: A. Aesthetic Responses	
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	1.4.12.A.2 – Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	1.4.12.A.3 – Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology .	1.4.12.A.4 – Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

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.							
Strand - B. Critique Methodologies							
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.				1.4.12.B.1- Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras .			
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.				1.4.12.B.2- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.			
Art and art-making reflect and affect the role of technology in a global society.				1.4.12.B.3 - Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			
Standard - 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.							
Strand - B. Music							
Technical accuracy, musicality, and stylistic considerations vary according to genre , culture, and historical era .				1.3.12.B.1 - Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.			
The ability to read and interpret music impacts musical fluency.				1.3.12.B.2 - Analyze how the elements of music are manipulated in original or prepared musical scores.			
Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.				1.3.12.B.3 - Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.			
Basic vocal and instrumental arranging skills require theoretical understanding of music composition .				1.3.12.B.4 - Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Revised: December 18, 2012