

## Pine Hill Public Schools Curriculum

Content Area:	<b>Instrumental Music</b>		
Course Title/ Grade Level:	Concert Band, Band/ Lunch, HR Concert Band 9-11		
Unit 1:	<b>Winter Concert Repertoire</b> <b>Sight Reading</b> <b>Major Scales/ Major Chords</b> <b>Rhythm Sheet</b> <b>Rudaments</b>	Month:	<b>September- November</b>
Unit 2:	<b>Winter Concert Repertoire</b> <b>Sight Reading</b> <b>Spring Concert Repitoir</b> <b>Minor Scales/ Minor Chords</b> <b>Rhythm Sheet</b> <b>Rudaments</b>	Month:	<b>November- January</b>
Unit 3:	<b>Spring Concert Repertoire</b> <b>Sight Reading</b> <b>Harmonic Minor Scales/</b> <b>Diminished Chords</b> <b>Rhythm Sheet</b> <b>Rudaments</b>	Month:	<b>February- April</b>
Unit 4:	<b>Spring Concert Repertoire</b> <b>Sight Reading</b> <b>Melodic Minor Scales/</b> <b>Augmented Chords</b> <b>Rhythm Sheet</b> <b>Rudaments</b> <b>Graduation Music</b> <b>Tri-M Honors Small Ensemble</b>	Month:	<b>April- June</b>
Date Created or Revised:	May 2012		
BOE Approval Date:	8/28/12		

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Winter Concert &amp; Major Scales/ Major Chords</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: CB, Band/Lunch, HRCB</b>		<b>Length of Time: September- November</b>
<b>Date Created: 5/15/12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	Pacing will be based on the progress, but not limited on the technical passages. Pacing on the emotional range of the composition.	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• 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, rudiment, hemiola is being used through this passage?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Students will focus on the technical sections of the concert repertoire. Students will</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Students will be developing their listening skills through directions, tuning and section intonation.</li> <li>• Students will develop articulation skills and varying techniques on their instruments.</li> <li>• Students will develop problem solving methods for counting rhythms.</li> <li>• Students will develop non verbal communication.</li> <li>• Students will be able to evaluate and assess performances through verbal and written communication.</li> <li>• Students will develop proper style of a composition through inflection and interpretation.</li> <li>• Students will be aware of Word Rhythms and interpretations.</li> <li>• Students will develop fine motor skills necessary for individual performance.</li> <li>•</li> </ul>	
<b>Math Skills/ Science Processes</b>	<ul style="list-style-type: none"> <li>• Student math skills will develop through problem solving through time signatures and rhythm reading.</li> <li>• Student science skills will develop through intonation, understanding sound waves and dynamics.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Formative- Post Concert Critique- a written assessment based on a video or audio recording of the concert</li> <li>• Formative- Students assessing their in class performance</li> <li>• Summative- Bench Mark (Performance Based)</li> </ul> <p>Wind Players 12 Major Scales, 12 Major Chords; Rhythm Sheet (Honors Etudes) Percussionists- 6 Major Scales, 6 Major Chords; rudaments 1-10; Rhythm Sheet (Honors Etudes) Keyboard Percussionists- 12 Major Scales, 12 Major Chords; rudaments 1,5,6,10,16 Rhythm Sheet (Honors Etudes)</p>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Reasonable goals for beginning students.</li> <li>• Differentiated grading for beginning students.</li> <li>• Personal goals for developing students.</li> <li>• Goals for advanced students, challenging individual needs.</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Post Concert Critique- students will write a paragraph or more assessing each of the pieces they performed on the concert.</li> <li>• Students will learn Music Vocabulary. A limited amount of words in Italian, Latin, Spanish other foreign languages through composers notes written in music</li> <li>• Students will develop coordination.</li> <li>• Technology will be used in the room on a weekly basis through computer, audio, video/ DVD and other software.</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Major Scale and Major Chord sheets (treble and bass cleff)</li> <li>• Rhythm sheets</li> <li>• Rudament sheets</li> <li>• Regional and State Honors band audition pieces</li> <li>•</li> </ul>	

**2009 NJCCCS**

**Standard:**

**Strand(s):**

**Content Statement(s):** **CPI # / CPI(s):**

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		