

# Concert Band Overview

Content Area: **Art**  
Course(s): **CONCERT BAND EBHS**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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Concert band is a full year course for students playing wind and percussion instruments. Compositions of different styles and periods are performed along with appropriate applications of scales, rudiments, rhythms, etudes, solo and chamber works. Local performances and concert tours can be anticipated. Group lessons are part of the course requirements and are offered on a rotating schedule. All Concert band students are required to attend extra after-school and evening rehearsals, group lessons and performances. Qualified students are encouraged to audition for Region and All-State bands and Orchestras.

## PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology Literacy			

## Textbooks and other resources

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### COURSE RESOURCES

1. Wind Band Literature
  1. Concert and Contest
  2. Pop's
  3. Marches
2. Chamber Music
  1. Small ensembles
  2. Quartets
  3. Trios
  4. Duets
3. Supplemental Materials
  1. Rhythm charts/books
  2. Scales
  3. Selected etudes, i.e., I Recommend J. Ployhar
  4. Selected solos, i.e., All-State required
4. Audio-visual
  1. Audio Recordings
  2. VHS/DVD
5. Metronome
6. Electronic tuner
7. Piano/Keyboard
8. Instruments

- Piccolo
- Flute
- Oboe
- Bassoon
- E-flat Clarinet
- B-flat Clarinet
- Alto Clarinet
- Bass Clarinet
- Contra Clarinet
- Alto Saxophone
- Tenor Saxophone
- Baritone Saxophone
- Cornet/Trumpet
- Horn
- Tenor Trombone
- Bass Trombone
- Baritone
- Tuba
- Percussion

## **Standards**

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### COURSE SCOPE AND SEQUENCE CHART

<b>Sequential Unit Description:</b>	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	P (S A
Unit 1. <u>Technical Development</u> Develop proper playing technique and performance with appropriate musicianship.	1.3.12.B.1 (M) 1.3.8.B.1 (R) 1.3.8.B.2 (R) <i>8.1.12.D.1 (D)</i> <i>8.1.12.D.5 (D)</i>	1 - 4	Ongoing	P A  S A  S A
Unit 2. <u>Musical Literacy</u> Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology.	1.3.12.B.1 (M) 1.3.8.B.1 (R) 1.3.8.B.2 (R) 1.1.12.B.1 (M) 1.1.12.B.2 (M) 1.1.8.B.1 (R) 1.1.8.B.2 (R)	1 - 4	Ongoing	P A  S A  S A
Unit 3. <u>Performance and Evaluation</u> Interpret conducting gestures; understand the role of a performer within the ensemble; demonstrate appropriate rehearsal and concert etiquette; apply concept of performance assessment; develop effective practice techniques.	1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.8.A.1 (R) 1.4.8.A.2 (R) 1.4.8.A.5 (R) 1.4.8.A.6 (R) 1.4.8.A.7 (R) 1.3.12.B.1 (M) 1.3.8.B.1(R) 1.3.8.B.2 (R) 1.4.8.B.1 (R) 1.4.8.B.2 (R) <i>8.1.12.A.1 (D)</i>	1 - 4	Ongoing	P A  S A  S A

	<i>8.1.12.A.3 (D)</i>			
Unit 4. <u>Musical Styles and Genres</u> Identify, analyze, and perform repertoire representative of differing genres, cultures, and historical periods.	1.3.12.B.1 (M) 1.3.8.B.1 (R) 1.3.8.B.2 (R) 1.4.12.B.1 (M) 1.4.12.B.2 (M) 1.4.12.B.3 (M) 1.4.5.B.1 (R) 1.4.6.B.2 (R) 1.4.6.B.3 (R)	1 - 4	Ongoing	P A  S A  S A
Unit 5 <u>Careers</u> Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	<i>9.2.12.C.1 (D)</i>	1 - 4	3-5 days	S A

VPA.1.1.12.B	Music
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.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.
VPA.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
VPA.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.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.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.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

## **Grading and Evaluation Guidelines**

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### GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Attendance: class, extra rehearsals, performance
- Collaborative performance assessment
- Class preparation: music, instrument, accessories

Final course grades will be based on:

- Marking period grades (weighted 20% each)
- Mid-term/final exam including performance and written Units (weighted 20%)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

## COURSE EVALUATION

In Concert band that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLA set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual Units and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

### Other Details

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#### SCID 1510, 1514 Concert Band (East Brunswick High School)

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Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Adopted
	050	A	F	10-12	5.00	210	E	