

# Wind Ensemble Overview

Content Area: **Art**  
Course(s): **WIND ENSEMBLE H**  
Time Period:  
Length: **N/A**  
Status: **Published**

## Course Overview

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Wind Ensemble 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, 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 wind ensemble 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

Sequential Unit Description:	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.	1.2.12.B.1 (M) 1.2.12.B.5 (M) 1.2.8.B.1 (R) 1.2.8.B.2 (R) 8.1.12.D.1 (D) 8.1.12.D.5 (D)	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.	1.2.12.B.1 (M) 1.2.12.B.5 (M) 1.2.8.B.1 (R) 1.2.8.B.2 (R) 1.3.12.B.1 (M) 1.3.12.B.2 (M) 1.3.8.B.1 (R) 1.3.8.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.	1.1.12.A.1 (M) 1.1.12.A.2 (M) 1.1.8.A.1 (R) 1.1.8.A.2 (R) 1.1.8.B.1 (R) 1.1.8.B.2 (R) 1.1.8.B.3 (R) 1.1.8.B.4 (R) 1.2.12.B.1 (M) 1.2.12.B.5 (M) 1.2.8.B.1 (R) 1.2.8.B.2 (R)	1 - 4	Ongoing	P A  S A  S A

	1.4.12.B.1 (M) 1.4.12.B.2 (M) 1.4.8.A.1 (R) 1.4.8.A.2 (R) 1.4.8.B.1 (R) 1.4.8.B.2 (R) 8.1.12.A.1 (D) 8.1.12.A.3 (D)			
Unit 4. <u>Musical Styles and Genres</u> Identify, analyze, and perform repertoire representative of differing genres, cultures, and historical periods.	1.2.12.B.1 (M) 1.2.12.B.5 (M) 1.2.8.B.1 (R) 1.2.8.B.2 (R) 1.4.12.A.1 (M) 1.4.12.A.2 (M) 1.4.12.A.3 (M) 1.4.12.B.1 (M) 1.4.12.B.2 (M) 1.4.6.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.	1.2.12.B.5 (M) 1.3.8.B.3 (R) 1.3.12.B.3 (M) 9.2.4.A.1 (D)	1 - 4	3-5 days	S A

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

VPA.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.

VPA.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.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.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.
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.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.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.
VPA.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.
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.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.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.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.
VPA.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.
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.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

## **Grading and Evaluation Guidelines**

### **GRADING PROCEDURES**

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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 Wind Ensemble that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJCCCS 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 components 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 1517 Wind Ensemble (East Brunswick High School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
55	050	H	F	10-12	5.00	210	E	04/21/1986

