

CJHS Band Overview

Content Area: **Music**
Course(s): **HONORS WIND ENSEMBLE, CONCERT BAND CJHS**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

Concert band is a full year course that continues the refining of musical skills acquired at earlier levels through the study of advanced band literature. Compositions of different styles and periods are studied and performed with appropriate applications of scales, rhythms, etudes, solo and chamber works. Public performances can be anticipated. Group lessons continue as part of the course requirement and are offered on a rotating schedule. All concert band students are required to attend extra after school and evening rehearsals and public 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

COURSE RESOURCES

1. Written Music

1. Wind band literature selected from standard repertoire based upon the capabilities of the performing group
2. Chamber music (small ensembles: duets, quartets, trios)
3. Method books, technique books, etudes and solos that reflect the ability level of the students
4. Solos from the Central Jersey Music Association Intermediate and High School Band and New Jersey All-State Band audition repertoire
5. Supplemental sheet music

2. Audio-Visual

1. Audio recordings of wind band literature and soloists
2. VHS/DVD
3. Stereo System and VHS/DVD player
4. Computer, scanner, printer, and music software
5. Digital recording equipment
6. Sound system and microphones

3. Instrumentation

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

4. Other equipment

- a. Electronic tuners
- b. Metronomes

c. Music stands

d. Storage facilities to accommodate equipment, music, and instruments

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments	
Unit 1 <u>Technical Development</u> Develop proper playing technique and performance with appropriate musicianship.	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.3.8.B.4 (M) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	
Unit 2 <u>Musical Literacy</u> Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M) 1.3.8.B.4 (M) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	
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.	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.3.8.B.1 (M) 1.3.8.B.2 (M) 1.3.8.B.3 (M)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	

	1.3.8.B.4 (M) 1.4.8.A.1 (M) 1.4.8.A.2 (M) 1.4.8.A.3 (M) 1.4.8.A.4 (M) 1.4.8.A.6 (M) 1.4.8.A.7 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) (M) 7.1.NM.A.2 (D)				
Unit 4 <u>Musical Styles and Genres</u> Identify, analyze, and perform repertoire representative of differing genres, cultures, and historical periods.	1.1.8.B.1 (M) 1.1.8.B.2 (M) 1.2.8.A.1 (M) 1.2.8.A.2(M) 1.2.8.A.3 (M) 1.4.8.B.1 (M) 1.4.8.B.2 (M) (M) 7.1.NM.A.2 (D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	
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.	9.2.4.A.1(D)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	
Unit 6 <u>Musical Composition</u> Explore and experience the process of creating, developing, and performing a melody through music composition	1.1.8.B.1 (M) 1.1.8.B.2(M) 1.3.8.B.1 (M) 1.3.8.B.2 (M)	1-4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment	

	1.3.8.B.3 (M)				
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WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
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.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
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.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
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.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
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.
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

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

- Individual performance assessments
- Collaborative performance assessment
- Written theory tests and quizzes
- Rehearsal techniques: Preparation, participation, cooperation

Final course grades will be based on an average of the four quarterly grades, each weighted equally.

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 Band 8 and 9, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSL 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

#2510 Band (Churchill Junior High School)

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
130	055	A	F	8-9	5.00	210	E	4/21/1986

