

MS Band Overview

Content Area: **Music**
Course(s): **Band 6, Band 7**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

Band is an alternate day elective course offered to sixth and seventh grade students proficient on woodwind, brass and percussion instruments. Fundamentals of ensemble playing are emphasized while studying and performing quality band music. Group lessons are offered on a rotating (pullout) schedule and are part of the course requirement. Band students should anticipate additional after-school rehearsals in preparation for public performances. Two performances are given each year; the Winter Concert in December and spring concert in May/June are both held in the district's Performing Arts Center. More advanced students are encouraged to audition for Central Jersey Music Education Association (CJMEA) Intermediate Band.

Students receive a grade on their report card for band. Students are expected to spend time at home practicing their music lessons and band music. Ideally, students should practice a minimum of two to three hours per week. Students will be periodically tested on playing skills, music vocabulary, and music theory. Class participation is an important part of the student's grade. The primary goal of the band elective is to challenge our students to perform to the best of their ability on their instrument as an individual, and in an ensemble setting.

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. Wind Band Literature
 1. Concert
 2. Pops
 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
 4. Selected solos
 5. Audio-visual
 6. Audio Recordings
 7. VHS/DVD
4. Metronome
5. Electronic tuner
6. Piano/Keyboard
7. Instruments
 - Piccolo
 - Flute
 - Oboe
 - Bassoon
 - B-flat Clarinet
 - Bass Clarinet
 - Alto Saxophone
 - Tenor Saxophone
 - Baritone Saxophone
 - Cornet/Trumpet
 - Horn
 - Tenor Trombone
 - Baritone
 - Tuba
 - Percussion

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 (D) 1.1.8.B.2 (D) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D) 1.3.8.B.4 (D) <i>7.1.NM.A.2 (D)</i>	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 (D) 1.1.8.B.2 (D) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D) 1.3.8.B.4 (D) <i>7.1.NM.A.2 (D)</i>	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 (D) 1.1.8.B.2 (D) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D) 1.3.8.B.4 (D) 1.4.8.A.1 (D) 1.4.8.A.2 (D)	1 - 4	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment

	1.4.8.A.3 (D) 1.4.8.A.4 (D) 1.4.8.A.6 (D) 1.4.8.A.7 (D) 1.4.8.B.1 (D) 1.4.8.B.2 (D) 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 (D) 1.1.8.B.2 (D) 1.1.8.B.3 (D) 1.2.8.A.1 (D) 1.2.8.A.2 (D) 1.2.8.A.3 (D) 1.4.8.B.1 (D) 1.4.8.B.2 (D) 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.	9.3.4.A.1(D)	1 - 4	3-5 days	Student Self Assessment

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.1.2.8.A.1

Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

VPA.1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.2.8.A.3

Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

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.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.
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:

- 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 Band 6-7, a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLs 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

3500, 3501 Band 6-7 (Hammar skjold Middle School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
240	056	A	F	6-7	0.00	100	E	04/21/1986

