

# Band

## Course Compendium

### UNITS OF STUDY\*

- Unit 1- *Introduction to Marching Band Techniques*
- Unit 2- *Development of Marching Band Techniques*
- Unit 3- *Transition to Concert Band*
- Unit 4- *Preparation for the Winter Concert*
- Unit 5- *Developing Technical Skills*
- Unit 6- *Introduction to Spring Concert Repertoire*
- Unit 7- *Development of Technical Skills*
- Unit 8- *Development of Artistic Expression*
- Unit 9- *Spring Concert Preparation*
- Unit 10- *Preparing a Music Portfolio*

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards**

**RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

**RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **21st Century Life and Careers**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP4.** Communicate clearly and effectively and with reason.

*\*See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

**Band Credits: 5 Grades: 9, 10, 11, 12** This course fulfills the visual and performing arts graduation requirement.

The band performs for marching and concert activities throughout the school year. Instrumental music skills are developed through class instruction. A variety of music is performed.

Participation in dress rehearsals and concerts is required along with marching band activities.

**CRP7.** Employ valid and reliable research strategies.

**CRP10.** Plan education and career paths aligned to personal goals.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

**9.3.HT-RFB.4** Demonstrate leadership qualities and collaboration with others.

**9.3.12.AR-PRF.1** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

## Technology

**8.2.8.E.1** Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

| GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS   |   |   |
|---|---|---|
| English Language Learners   | Students Receiving Special Education Services   | Advanced Learners   |
| <ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a><br/> <a href="#">WIDA Essential Actions Handbook</a><br/> <a href="#">FABRIC Paradigm</a><br/> <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> | <ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p><a href="#">National Center on Universal Design for Learning - About UDL</a><br/> <a href="#">UDL Checklist</a><br/> <a href="#">UDL Key Terms</a></p> | <ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a><br/> <a href="#">Gifted Programming Glossary of Terms</a></p> |
|   |   | <b>Students with 504 Plan</b>   |
|   |   | Teachers are responsible for implementing designated services and strategies identified on a  |

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|  |  | student's 504 Plan.  |
| <b>At Risk Learners / Differentiation Strategies</b>   |  |  |
| Alternative Assessments<br>Choice Boards<br>Games and Tournaments<br>Group Investigations<br>Guided Reading<br>Learning Contracts<br>Leveled Rubrics<br>Literature Circles<br>Multiple Texts<br>Personal Agendas | Independent Research & Projects<br>Multiple Intelligence Options<br>Project-Based Learning<br>Varied Supplemental Activities<br>Varied Journal Prompts or RAFT Writing<br>Tiered Activities/Assignments<br>Tiered Products<br>Graphic Organizers<br>Choice of Books/Activities<br>Mini-Workshops to Reteach or Extend<br>Think-Pair-Share by readiness or interest<br>Use of Collaboration of Various Activities | Jigsaw<br>Think-Tac-Toe<br>Cubing Activities<br>Exploration by Interest<br>Flexible Grouping<br>Goal-Setting with Students<br>Homework Options<br>Open-Ended Activities<br>Use of Reading Buddies<br>Varied Product Choices<br>Stations/Centers<br>Work Alone/Together |

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