

# 01\_Warm-up

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **OnGoing (Beginning of each class)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The Wind Ensemble Course is designed to challenge the advanced instrumental music student. The students enrolled in the Wind Ensemble Honors course must have auditioned and been accepted on their respective instruments. Wind Ensemble students study performance skills and individual techniques on their instrument in addition to advanced ensemble rehearsal and performance techniques. Participation at the Holiday, Winter, Regional, and Spring Concert, Graduation Ceremonies, and special performances as scheduled by the Director of each ensemble is a responsibility which must be met by each member of the Wind Ensemble. It is recommended that instrumental band students study privately and participate in solo festivals, North Jersey Area Band, All-State, Regional Honor Groups, and Chamber Ensembles for additional challenges.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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- The warm-up process is an integral part of instrumental music since the techniques and ideas utilized in the warm up should be applied directly to the repertoire that will be performed in concert.

## **CONTENT AREA STANDARDS**

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MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
MU.9-12.1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
MU.9-12.1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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CS.K-2.8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.  Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- The warm-up process and exercises provide opportunities to:
  - set intonation
  - target specific techniques
  - produce a characteristic tone on their respective instrument.

### **Procedural Knowledge**

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Students will be able to:

- Apply the techniques studied through the daily warm-up to the selected repertoire.

- Perform all 12 major scales using the All State Band rhythm.
- Perform with a balanced ensemble sound through the performance of chorales.
- Apply the rhythmic exercises studied through the daily warm-up to sections of the selected repertoire.
- Identify and perform the notes that comprise the major, minor, and seventh chords.
- Perform long tone exercises with a characteristic tone.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Formative Assessments**

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- Performance Assessment

### **Summative Assessments**

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- Discussion & Analysis
- Verbal Evaluation
- Written Critiques

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Treasury of Scales Book
- Major and Minor Scales
- Warm-up short exercises (Chorales)
- Long Tones
- Scales

- Technique Exercises
- Chords
- Tuning (Ear/Tuner)
- Chorale/Balance
- Rhythmic Exercises
- Articulation

## **INTERDISCIPLINARY CONNECTIONS**

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Visual Performing Arts: Music Appreciation

Career Readiness: Applicable career options are discussed as they arise throughout the course

Social Studies: Current Events and Historical Research

Technology/Multimedia: Google and Research Based Writing

English/Language Arts: Implementation of conventions of Standard English

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.