

# 03\_Sight-Reading

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **First Week of Concert Cycle (as needed)**  
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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- Becoming a good sight reader will open many doors to a young musician, allowing him or her to experience any piece of written music that they choose.

## **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.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.9-12.1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
MU.9-12.1.3D.12prof.Pr5	Developing and refining techniques and models or steps needed to create products.

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

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CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually

LA.K-12.NJSLSA.SL2	and quantitatively, as well as in words. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans. Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

## **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:

- A specific list of sight-reading questions is used to help analyze the elements of music in a piece of music such as:
  - Key Signature
  - Time Signature
  - Tempo
  - Dynamics
  - Articulation
  - Repeat, D.S. and D.C. al Coda, etc...

### **Procedural Knowledge**

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Students will be able to:

- Analyze a piece of music by identify and answering specific sight-reading questions before performing a piece for the first time.
- Apply their knowledge of rhythm, meter, key signatures, tempo, stylistic characteristics, and musical direction to sight-read(perform) a piece of music.
- Apply the techniques studied through sight-reading exercises to the performance of the selected repertoire.

- Assess technical difficulties found in a piece of sight-reading.

## **EVIDENCE OF LEARNING**

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

### **Formative Assessments**

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- Performance Assessments
- Discussion & Analysis
- Verbal Evaluation
- Selected Student Performance
- Technique Tests
- Performance Critique

### **Summative Assessments**

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- Performance Assessments

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

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- Sight-reading questions
- Sight-reading exercises
- Selected sight-reading repertoire
- Students assigned differentiated parts
- Sight-reading questions
- Rhythm Exercises

- Scales

## **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.