

# 07\_Intonation

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **Ongoing**  
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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- Intonation is both a physical and scientific phenomenon that requires precision and care on each instrumentalist's part.

## **CONTENT AREA STANDARDS**

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MU.9-12.1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
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.9-12.1.3D.12prof.Pr4c	Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
MU.9-12.1.3C.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.9-12.1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of 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, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the 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.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

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

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LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CS.K-2.8.2.2.ITH.2	Explain the purpose of a product and its value.
CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
CS.K-2.8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

## **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:

- Temperature and climate conditions affect the intonation of their instrument.
- A tuner is a technical device used to aid pitch identification.

### **Procedural Knowledge**

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Students will be able to:

- Analyze their own intonation by using a tuner.
- Identify that a pitch is out of tune by aurally listening to a pitch against other instruments and identifying pulses.
- Assess and measure their intonation by using a tuner and/or aurally and making the changes necessary to their instrument.
- Record the intonation tendencies of each note on their instrument using a chart.
- Predict the intonation of their instrument through prolonged performance and the climate of the room

and make the changes

necessary to avoid intonation issues during a rehearsal or performance.

## **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
- Written Critiques
- Performance Critiques

### **Summative Assessments**

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- Performance Assessments

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

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- Chord Progressions
- Aural Identification
- Tuning (Aurally/Electronically)
- Individual Intonation Chart

- Climate Discussion
- Selected Repertoire
- Tuner use as Technology
- Long Tones
- Scales
- Technique Exercises
- Chords
- Tuning (Ear/Tuner)
- Chorale/Balance
- Students assigned differentiated parts

## **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.