

# 04\_Rhythm

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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- Rhythmic concepts are transferable throughout music, regardless of style, genre or instrumentation.

## **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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.9-12.1.3D.12prof.Cr2	Organizing and developing ideas.
MU.9-12.1.3D.12prof.Cr2a	Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

## **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.L3	Apply knowledge of language to understand how language functions in different contexts,

	to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.  Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

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## **STUDENT LEARNING TARGETS**

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

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### **Declarative Knowledge**

Students will understand that:

- Specific musical notation is associated with different rhythms.
- Simple and compound meter can be used throughout a piece of music; certain performance applications of both are necessary.

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### **Procedural Knowledge**

Students will be able to:

- Apply the rhythmic exercises performed in the warm-up to the selected repertoire.
- Apply rhythmic skills to the sight-reading of a piece of music.
- Demonstrate the use of sub-dividing to aid in rhythmic performance.

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## **EVIDENCE OF LEARNING**

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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- Warm-Up Packet
- Rhythmic Exercises
- Rhythmic Sight-Reading
- Meter
- Beat
- Selected Repertoire
- Long Tones
- Technique Exercises

## **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.