

# 08\_Phrasing

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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- Like written language, music contains sentences, paragraphs, and structure.

## **CONTENT AREA STANDARDS**

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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.9-12.1.3C.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.9-12.1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
MU.9-12.1.3B.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12adv.Cn10a	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)**

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## **Standards are Required)**

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LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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-2.8.1.2.AP.4	Break down a task into a sequence of steps.
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:

- Like written language, musical phrases have an agreed upon destination point that the musical phrase **MUST** lead us to.
- Smaller musical ideas/phrases are contained within larger musical selections.

### **Procedural Knowledge**

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Students will be able to:

- Perform musical phrases of varying length and difficulty.
- Apply the concept that within our selected repertoire, an individual phrase is part of a larger patchwork of integrated phrases.

## **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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- Breathing Techniques
- Selected Repertoire
- 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

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### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.