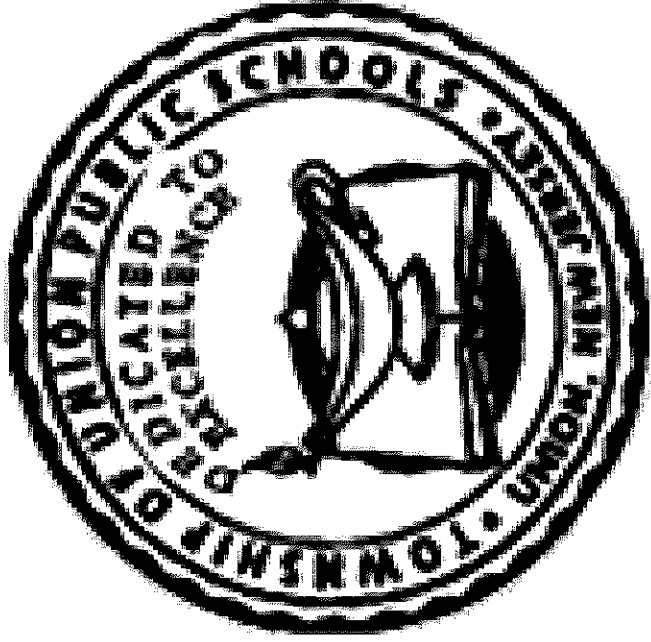
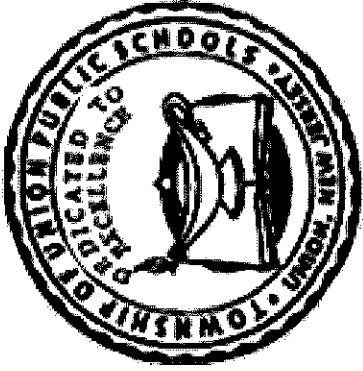


TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 3 Concert Band  
**Curriculum Guide**  
**2014-2015**

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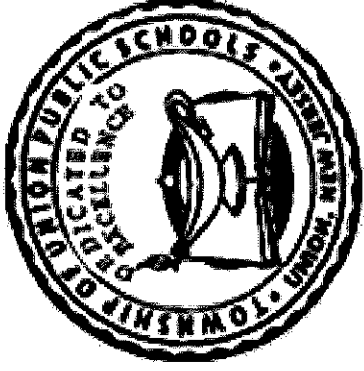
**Lois Jackson**

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**Director of Special Services**.....Kim Conti

**Director of Athletics, Physical Education and Nurses**.....Linda Ionata

**District Security**.....Nick Ardito

## DEPARTMENT SUPERVISORS

School Counseling.....	Ms. Nicole Ahern
Special Services: Pre-K – 8.....	Ms. Sherry Gallanter
Special Services: 9 – 12 .....	Mr. Joseph Seugling
Special Services: Pre-K – 8 .....	Ms. Donna Wozniak
Pre K- 2 English/Math/Science/Social Studies .....	Ms. Maureen Corbett
Social Studies: 6 – 12, Business.....	Mr. Libby Galante
English: 2-5, Social Studies 2-5.....	Mr. Robert Ghiretti
Science: 6-12/NCLB.....	Ms. Maureen Guilfoyle
World Language/ESL/Career Ed/G&T/Computers.....	Ms. Yvonne Lorenzo
English: 6-12.....	Ms. Mary Malyska
Mathematics: 2-5, Science 2-5.....	Ms. Theresa Matthews
Mathematics: 6-12.....	Mr. Jason Mauriello
Art/Music.....	Mr. Ronald Rago

**Curriculum Committee**

**Marianne Deczynski**

**Michael Malanga**

**Group Lessons: Third Grade Concert Band**

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## **Mission Statement**

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

## **Vision Statement**

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

The Third Grade Concert Band consists of students enrolled in the instrumental program. Concert Band begins in January, once students have achieved basic playing skills on their instrument. The program is designed to give students the opportunity to develop their skills on their primary instrument and participate in performance activities. They perform two concerts a year: a February 'demo' performance and a spring concert. The curriculum is a combination of lessons, exercises and assessments that come from "Premier Performance" and concert selections. The exercises are rehearsed throughout the school year and will be explained in the following lesson plans. The concert selections contain many of the concepts that are studied in the textbook.

The purpose of this course is to learn to play a wind instrument in a manner that will instill good musical habits and provide a complete cultural experience that meets and exceeds the NJ Core Curriculum Content Standards.

The listed materials should be used as guidelines and are subject to the individual instructor. This course is outlined according to the New Jersey Core Curriculum Standards for Visual and Performing Arts.

## **Recommended Textbook**

1. Premier Performance Book 1 – Ed Sueta

Supplementary materials, or lesson books, can be utilized as the individual teacher sees fit to further enhance the skills outlined in this guide.

## **Course Proficiencies**

**Students will be able to ...**

1. Demonstrate knowledge of ensemble seating.
2. Demonstrate understanding of the role of the conductor.
3. Demonstrate understanding of visual cues.
4. Demonstrate understanding of performing as a group.
5. Demonstrate understanding of concert protocol.
6. Perform as a valuable member of an ensemble group.

# Curriculum Units

## Unit 1: Lessons #1-4

1. Introduction to ensemble seating
2. Introduction to ensemble procedures.
3. Review of rest and playing position.
4. Review of basic posture and breathing techniques.
5. Introduction to visual cues.
6. Introduction of rhythm and melodic exercises (whole and half notes/rests).
7. Review of concert D, E flat and F notation.

## Unit 2: Lessons #5-8

1. Preparation for concert performance.
2. Rehearsal of concert selections.
3. Public performance.
4. Critique of concert performance.

## Unit 3: Lessons # 9-16

1. Introduction of rhythm exercises using quarter notes/rests.
2. Review of articulation technique.
3. Students will perform selections with good pitch, rhythm, tempo and articulation.
4. Students will follow conductor cues.
5. Introduction of concert B flat and C.

## Unit 4: Lessons 17-23

1. Preparation for concert performance.
2. Refinement of concert selections.
3. Rehearsal of concert selections including entering and exiting the stage.
4. Public performance.
5. Critique of concert performance.

## Pacing Guide- Course

<u>Content</u>	<u>Number of Weeks</u>
<u>Unit 1:</u> Lessons # 1-4	4
<u>Unit 2:</u> Lessons # 5 -8	4
<u>Unit 3:</u> Lessons # 9-16	8
<u>Unit 4:</u> Lessons # 17 - 23	7

**Week # 1 - 4**

**Unit 1: Lessons 1-4 (1.1,1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<ul style="list-style-type: none"><li>• How do we sit as an ensemble?</li><li>• What does the conductor do?</li><li>• How do we follow the conductor's cues?</li><li>• How do we perform rest/playing position?</li><li>• How to we breathe together?</li><li>• How do we perform together rhythmically?</li><li>• How do we play as a group?</li></ul>	<ul style="list-style-type: none"><li>• Students will demonstrate knowledge of ensemble seating.</li><li>• Students will understand and demonstrate correct rest and playing position.</li><li>• Students will demonstrate understanding what a conductor does.</li><li>• Students will follow visual cues.</li><li>• Students will demonstrate ability to breathe uniformly.</li><li>• Students will perform rhythm exercises in unison.</li><li>• Students will review concert D, E flat and F.</li></ul>	<ul style="list-style-type: none"><li>• Teacher will seat students and explain how seating works.</li><li>• Teacher will discuss the role of the conductor.</li><li>• Teacher will demonstrate visual cues for rest/playing position and conducting.</li><li>• Students will respond to visual cues.</li><li>• Students will perform rhythm exercises in unison with good breath control.</li><li>• Students will perform Concert D, E flat and F with correct fingerings.</li><li>• Student will perform lesson book exercises.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will demonstrate understanding of seating and visual cues.</li><li>• Level 2: Students will independently demonstrate understanding of seating and visual cues. Students will perform rhythm and melodic exercises with correct pitch, rhythm and tempo.</li><li>• Level 3: Students will consistently and independently demonstrate understanding of seating and visual cues. Students will consistently perform rhythm and melodic exercises with correct pitch, rhythm and tempo.</li></ul>

**Week # 5 - 8**

**Unit 2: Lessons 5-8 (1.1., 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do we prepare for a concert?</p> <p>How do we enter and exit the stage area?</p> <p>How to we act during a performance?</p> <p>How do we analyze our performance?</p>	<ul style="list-style-type: none"><li>• Students will demonstrate knowledge of concert protocol.</li><li>• Students will prepare selections for concert performance.</li><li>• Students will perform at a school assembly with invited family guests.</li><li>• Students will discuss their concert experience.</li></ul>	<ul style="list-style-type: none"><li>• Students will work towards performance quality of musical selections.</li><li>• Students will rehearse entering and exiting the stage area.</li><li>• Students will discuss behavior and expectations of a performance.</li><li>• Students will perform at an assembly program</li><li>• Students will discuss their experience and performance.</li></ul>	<ul style="list-style-type: none"><li>• Level 1- Students will demonstrate understanding of concert protocol and perform selections in front of an audience.</li><li>• Level 2 – Students will demonstrate a clear understanding of concert protocol and perform selections in front of an audience with correct notes, tempo and rhythms.</li><li>• Level 3 – Students will demonstrate a clear understanding of concert protocol and set an example for other students to follow. They will perform selections in front of an audience with correct technique, notes, pitch, rhythms and tempo.</li></ul>

**Week # 9 - 16**

**Unit 3: Lessons 9-12 ( 1.1, 1.3)**

Essential Questions	Instructional Objectives/ Skills and Benchmarks <i>(CPIs)</i>	Activities	Assessments
<p>How do we perform quarter notes and rests?</p> <p>How do we follow the conductor's cues for tempo?</p> <p>How do we articulate?</p> <p>Why is breath support important?</p> <p>How do we play concert B flat and C?</p>	<ul style="list-style-type: none"><li>• Students will perform exercises using quarter notes and rests.</li><li>• Students will follow the conductor's cues for tempo.</li><li>• Students will correctly articulate on their instrument.</li><li>• Students will work to increase their breath support.</li><li>• Students will perform exercises using concert B flat and C.</li></ul>	<ul style="list-style-type: none"><li>• Students will perform rhythm exercises in unison using quarter notes and rests as well as half and whole notes.</li><li>• Students will practice following the conductor's cues for tempos.</li><li>• Students will work towards correct articulation of notes.</li><li>• Students will work to increase their breath support.</li><li>• Students will perform exercises using the B flat pentachord.</li></ul>	<ul style="list-style-type: none"><li>• Level 1 - Students will perform exercises with correct notes and fingerings. Students will begin working towards articulating their notes.</li><li>• Level 2 – Students will perform exercises with correct embouchure, fingerings, rhythm and tempo. They will use good breath support to sustain long tones.</li><li>• Level 3 – Students will independently and consistently demonstrate correct embouchure and will perform all exercises independently with even tempo, rhythmic accuracy, correct fingerings/pitch and good tone production.</li></ul>

**Week # 16-22**

**Unit 4: Lesson 13-18 (1.1., 1.2, 1.3 )**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How do we prepare for a concert performance?</p> <p>What is good concert protocol?</p> <p>How to we present a good performance?</p> <p>How to we make our music performance ready?</p> <p>How do we critique ourselves?</p> <p>How do we continue to improve?</p>	<ul style="list-style-type: none"><li>• Students will work towards a high level of performance of concert selections.</li><li>• Students will demonstrate an understanding of concert protocol.</li><li>• Students will rehearse entering and exiting the stage area and concert behavior.</li><li>• Students will follow the conductor's visual cues.</li><li>• Students will present both a school assembly and evening concert performance.</li><li>• Students will critique their performance.</li><li>• Students will continue to refine skills</li></ul>	<ul style="list-style-type: none"><li>• Students will rehearse concert selections for correct rhythms, pitch, notes, tempo and articulation.</li><li>• Students will rehearse on stage for performance.</li><li>• Students will discuss concert behavior.</li><li>• Students will present both a school assembly and evening concert performance.</li><li>• Students will discuss their performance.</li><li>• Students will continue to refine their musical skills through lesson book exercises.</li></ul>	<ul style="list-style-type: none"><li>• Level 1: Students will demonstrate an understanding of concert protocol and perform selections with correct notes and rhythm.</li><li>• Level 2 – Students will demonstrate a clear understanding of concert protocol and perform selections with correct notes, tempo, pitch and articulation.</li><li>• Level 3 – Students will independently show a clear understanding of concert protocol and consistently and independently perform selections with correct notes, rhythms, tempo, pitch, and articulation.</li></ul>



New Jersey Core Curriculum Content Standards  
Academic Area

**1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.