Office of Curriculum and Instruction

Concert Band

Grade 9

Prerequisite: None

Credit Value: 5

ABSTRACT

Students in Concert Band build skills in the areas of intonation, production of tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading. Individual intonation and ensemble intonation are crucial areas in the development of musicianship. Students learn the historical and cultural significance of the music they play, as well as performance responsibilities and practices that enhance their contribution to the ensemble. Twentieth century music is studied for the unique qualities and challenges it presents for band members. Students set goals for their progress and critique their work as an integral component of the learning process. Upon completion of the course, students may advance in their musical studies with a firm foundation in the required skills for large ensemble playing. Benchmark assessments are employed to track individual student progress.

Adopted by the Somerville Board of Education on July 25, 2017
### Concert Band – Grade 9

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September</th>
<th>October/November</th>
<th>December/January</th>
<th>February</th>
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**Essential Question:**
- What skills are necessary to play in a large ensemble?
- In what ways do tools enhance musical literacy?
- How do musicians communicate the composer’s message?
- How does personal skill development impact on an ensemble?

**Content:**
- Music Fundamentals
- Sight-Reading
- Exercise Regimen

**Skills and Topics:**
- **identify note names in bass and treble clefs**
- **discuss basic music symbols (e.g., volume, articulation, style)**
- **evaluate the importance of foreign language terminology in music**
- **read and annotate basic rhythmic notation**
- **employ total physical responses (e.g., clapping, counting to basic rhythms)**
- **produce simple chorales in ensemble performance**
- **demonstrate proper posture and breathing techniques**
- **employ a scoring rubric to evaluate compositions and personal progress**
- **assess personal progress goals**
- **interpret Kodaly hand signals**
- **perform simple exercises for skill development (e.g., exercises in thirds, exercises in fourths, articulation exercises)**
- **employ instrumental part independence in practice**
- **listen for blend, balance, intonation, and sound quality using a scoring rubric**
- **research the role of music in the American culture using technology**
- **demonstrate proper posture and breathing techniques in playing a personal instrument**
- **assess personal progress toward learning goals in an electronic journal entry**
- **perform advanced exercises for skill development**
- **assess concert repertoire for individual part**
- **apply instrumental part independence in performance**
- **demonstrate appropriate performance practices**
- **interpret musical phrases with expression**
- **compare and contrast the role of music in diverse cultures and historical eras**
- **assess personal and ensemble performance using a scoring rubric**
- **analyze personal goals for improvement**
- **reflect on personal progress in an electronic journal entry**

**Integration of Technology:**
- [www.musictheory.net](http://www.musictheory.net), Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, Sibelius, GarageBand, iPods, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal entries

- brainstorm individual skills necessary to the success of the ensemble
- collaborate to set goals for individual and ensemble performance
- demonstrate instrumental part independence and appropriate performance practices
- differentiate between major and chromatic scales
- play major and chromatic scales
- expand development of blend, balance, and tone quality
- interpret musical phrases with expression
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<tr>
<td><strong>Formative Assessments:</strong></td>
<td>Teacher observation, individual and group performance tests, performance scoring rubric, benchmark assessments</td>
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### 21st Century Themes:
- ☑️ Global Awareness
- ☐ Civic Literacy
- ☑️ Financial, Economic, Business, and Entrepreneurial Literacy
- ☑️ Health Literacy

### 21st Century Skills:
- ☑️ Creativity and Innovation
- ☑️ Media Literacy
- ☑️ Critical Thinking and Problem Solving
- ☑️ Life and Career Skills
- ☑️ Information and Communication Technologies Literacy
- ☑️ Communication and Collaboration
- ☑️ Information Literacy

### Resources:
- Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources

### Careers:
- Applicable career options are discussed as they arise throughout the performing arts program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster

*2016 NJSLS:
- RL: Reading Literature
- N: Real Number System
- MD: Measurement and Data
- RI: Reading Informational Text
- A: Algebra
- W: Writing
- F: Functions
- SL: Speaking and Listening
- G: Geometry
- L: Language
- S: Statistics and Probability
# Concert Band – Grade 9

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<th>Month/Marking Period</th>
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**Essential Question:**
In what ways do 20th century compositions challenge musicians and their audiences? How do individual musicians contribute to the progress of the ensemble? In what ways do band members exhibit school pride and spirit?

**Content:**
- 20th Century Music
- Spring Concert Repertoire
- Graduation/Introduction to Marching Band

**Skills and Topics:**
- define characteristics of 20th century music
- identify unique challenges to the musician and audience introduced by 20th century music
- analyze the role of new technologies in 20th century music
- compare and contrast genres of music associated with the 20th century
- assess Showcase of the Arts repertoire for part independence
- expand instrumental part independence in performance
- assimilate necessary blend, balance, tone quality, and expression in performance
- critique the Showcase of the Arts performance using a scoring rubric
- reflect on personal progress in an electronic journal entry
- investigate the historical and cultural significance of the concert repertoire
- discuss composers’ intent, harmonies, form, and structure
- assess the technical challenges of individual parts
- critique and set goals for individual and ensemble performance
- employ technology applications (e.g., iPad) to analyze and improve individual and ensemble performance
- collaborate to set goals for individual contributions to the ensemble performance
- perform applying concert etiquette and form
- employ a scoring rubric to critique performance
- reflect on learning in electronic journal entries
- apply sight-reading skills to graduation repertoire
- establish instrumental part independence in performance
- discuss the history of music used for graduations and accompanying rituals
- employ performance techniques to establish purpose, mood, color, and tone of chosen repertoire
- critique performances using a scoring rubric
- analyze the planning and preparation necessary to create a marching band show
- assess personal goals for achievement in instrumental music
- reflect on learning in electronic journal entries

**Integration of Technology:**
- [www.musictheory.net](http://www.musictheory.net), Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, Sibelius, GarageBand, iPods, video streaming, podcasting

**Writing:**
Open-ended responses, conclusions and analysis of exploratory activities, personal reflective journal entries

**Formative Assessments:**
Teacher observation, individual and group performance tests, performance scoring rubric, benchmark assessments
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| **Interdisciplinary Connections:** | *ELA: RI 9:1-10, W9:1-10  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1-2  
World Language: 7.1.NM.A.3  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1-2  
World Language: 7.1.NM.A.3  
Science: 5.1.12.C.1  
Technology: 8.1.12.F.1.2  
World Language: 7.1.NM.A.3  
21st Century Life/Careers: CRP4, CRP 5, CRP8, 9.1.12.C.4-5, CRP 11, CRP 12 |
| **21st Century Themes:** | ☑ Global Awareness ☐ Civic Literacy  
☑ Financial, Economic, Business, and Entrepreneurial Literacy ☑ Health Literacy | | |
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Concert Band
Course Requirements

Grade: 9  Prerequisite: None  Credit Value: 5
Length of Course: Academic Year

Course Description

Students in Concert Band build skills in the areas of intonation, production of tone, technical facility, breath control, ensemble playing, rhythm accuracy, and sight-reading. Individual intonation and ensemble intonation are crucial areas in the development of musicianship. Students learn the historical and cultural significance of the music they play, as well as performance responsibilities and practices that enhance their contribution to the ensemble. Twentieth century music is studied for the unique qualities and challenges it presents for band members. Students set goals for their progress and critique their work as an integral component of the learning process. Upon completion of the course, students may advance in their musical studies with a firm foundation in the required skills for large ensemble playing. Benchmark assessments track student progress.

Course Content

This course will consist of the following units of study:

- Music Fundamentals
- Sight-Reading
- Exercise Regimen
- Contributions to the Ensemble
- 20th Century Music
- Spring Concert Repertoire
- Graduation/Introduction to Marching Band

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- What skills are necessary to play in a large ensemble?
- In what ways do tools enhance musical literacy?
- How do musicians communicate the composer’s message?
- How does personal skill develop impact on an ensemble?
- In what ways do 20th century compositions challenge musicians and their audiences?
Course Objectives (continued)

- How do individual musicians contribute to the progress of the ensemble?
- In what ways do band members exhibit school pride and spirit?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Concert Band
Student Agreement

STUDENT NAME: __________________________________________
Last Name                               First Name

GRADE: __________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Concert Band.

I acknowledge my responsibility to read and understand all of the information contained in the Concert Band Course Requirements information and syllabus packet.

_________________________________________  _________________________
Student Signature                        Date

Note: Please share the course requirements for Concert Band with your parents.