Students in Wind Ensemble engage in the advanced study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, improvisation, and sight-reading of music are emphasized. Individual intonation and ensemble intonation are crucial areas of development as is the tracking of personal goals and progress. The music selections challenge students to develop their expertise as instrumentalists in a cooperative environment. Successful completion of this course prepares students to advance to a college or semi-professional setting. Benchmark assessments are employed to track individual student progress.
## Wind Ensemble
**Grade 10, 11, or 12**

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>September-November</th>
<th>December-January</th>
<th>February-April</th>
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</table>

### Essential Question:
- How can commitment and personal goal setting impact the skills of advanced performers?
- How are individual roles in an ensemble defined?
- In what ways does an individual contribute to the success of the ensemble?
- How do individual performances unify to create a superior ensemble performance?

### Content:
- Advanced Performance Technique
- Winter Concert Repertoire
- Individual Technique
- Spring Concert Repertoire

### Skills and Topics:
- **perform scales and exercises in all keys**
- **define tessitura (e.g., the general pitch or sound of a note played)**
- **expand individual range in playing personal instrument (e.g., range of octaves)**
- **assess diverse examples of musical literature through listening exercises**
- **determine the composer’s intent and/or message**
- **research cultural and social significance of musical literature**
- **access appropriate digital tools to conduct research and improve performance**
- **critique personal performance for tone, clarity, blend, and balance using a scoring rubric**
- **identify personal goals for improved performance**
- **demonstrate the ability to play Grade V musical literature**
- **assess melody and countermelody to determine lead and secondary lines in music**
- **identify melody and countermelody in listening exercises**
- **apply knowledge of individual and section roles in performance**
- **demonstrate mastery of Grade IV musical literature**
- **compare and contrast difficulty levels of Grade IV and Grade V musical literature**
- **apply musical terms (e.g., melody, countermelody, tone, clarity, blend, balance) to assess Grade V musical literature**
- **determine the composer’s intent and/or message**
- **research cultural and social significance of musical literature**
- **identify three forms of minor scales: pure, harmonic, and melodic**
- **differentiate among minor scales in listening exercises**
- **distinguish among chromatic, pentatonic, and whole-tone scales**
- **develop personal technique through practice of advanced scales**
- **demonstrate the ability to perform accurately at increasing tempos**
- **improvise melodies over background chords provided by the ensemble**
- **compare and contrast Grade IV and Grade V literature for difficulty level**
- **determine the composer’s intent and/or message**
- **research cultural and social significance of musical literature**
- **investigate proper concert etiquette (e.g., following the conductor, listening skills, public speaking, stage presence)**
- **assess individual and ensemble musicianship as related to concert performance using a scoring rubric**
- **demonstrate mastery of Grade V musical literature**
- **determine the composer’s intent and/or message**
- **research cultural and social significance of musical literature**
- **access appropriate digital tools to conduct research and improve performance**
- **critique live performance for tone, rhythm, pitch, clarity, blend, balance, and interpretation**
- **collaborate to analyze personal and ensemble performances using a scoring rubric**
# Wind Ensemble

**Grade 10, 11, or 12**

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<tbody>
<tr>
<td><strong>Skills and Topics:</strong></td>
<td>• employ technology to track personal progress in reflective journal entries</td>
<td>• access appropriate digital tools to conduct research and improve performance</td>
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<td>• assess progress toward personal goals</td>
</tr>
<tr>
<td></td>
<td>• conduct assessment of performance progress and comprehension of role using a scoring rubric</td>
<td>• employ technology to track personal progress in reflective journal entries</td>
<td>• analyze requirements of musical literature for individual part and demands</td>
<td>• incorporate personal progress in ensemble performance</td>
</tr>
<tr>
<td></td>
<td>• employ technology to track personal progress in reflective journal entries</td>
<td>• assess progress toward personal goals</td>
<td>• apply comprehension of demands of Grade V musical literature in performance</td>
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**Integration of Technology:**
- [www.musictheory.net](http://www.musictheory.net), Internet, Web Quests, wireless laptop computers, SMART Boards, teacher webpage, YouTube, *Sibelius*, *GarageBand*, 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

**Summative Assessments:**
- Quizzes, tests, writing prompts, benchmark assessments

**Performance Assessments:**
- Paired and group assignments, projects, public performances (e.g., Holiday Concert, Showcase of the Arts, Spring and Winter Concerts)

**Interdisciplinary Connections:**
- Science: 5.1.12.C.1, 5.1.12.D.1

- Science: 5.1.12.C.1, 5.1.12.D.1

- Science: 5.1.12.C.1, 5.1.12.D.1

- Science: 5.1.12.C.1, 5.1.12.D.1
# Wind Ensemble

## Grade 10, 11, or 12

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<tr>
<td><strong>21st Century Themes:</strong></td>
<td>☒ Global Awareness ☐ Civic Literacy ☐ Financial, Economic, Business, and Entrepreneurial Literacy ☒ Health Literacy</td>
<td>☒ Creative Thinking and Problem Solving ☒ Media Literacy ☒ Critical Thinking and Problem Solving ☐ Life and Career Skills ☒ Information Literacy</td>
<td>☐ Communication and Collaboration ☒ Information Literacy</td>
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<tr>
<td><strong>21st Century Skills:</strong></td>
<td>☐ Information and Communication Technologies Literacy ☒ Communication and Collaboration ☐ Information Literacy</td>
<td>☒ Critical Thinking and Problem Solving ☒ Media Literacy ☐ Life and Career Skills</td>
<td>☒ Critical Thinking and Problem Solving ☐ Information Literacy</td>
<td>☐ Communication and Collaboration ☒ Information Literacy</td>
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<tr>
<td><strong>Resources:</strong></td>
<td>Concert repertoires, sheet music, recordings, videos, DVDs, podcasts, teacher-created resources</td>
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</tr>
<tr>
<td><strong>Careers:</strong></td>
<td>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</td>
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*2016 NJSLS:*

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<tr>
<th>RL: Reading Literature</th>
<th>N: Real Number System</th>
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<tbody>
<tr>
<td>RI: Reading Informational Text</td>
<td>A: Algebra</td>
</tr>
<tr>
<td>W: Writing</td>
<td>F: Functions</td>
</tr>
<tr>
<td>SL: Speaking and Listening</td>
<td>G: Geometry</td>
</tr>
<tr>
<td>L: Language</td>
<td>S: Statistics and Probability</td>
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<tr>
<td>MD: Measurement and Data</td>
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Wind Ensemble
Course Requirements

**Grade:** 10, 11, or 12 (by audition only)  
**Prerequisite:** Concert Band or Symphonic Band  
**Credit Value:** 5

Length of Course: 5

Course Description

Students in Wind Ensemble engage in the advanced study of instrumental performance. Intonation, tone, technical facility, breath control, ensemble playing, rhythm accuracy, improvisation, and sight-reading of music are emphasized. Individual intonation and ensemble intonation are crucial areas of development as is the tracking of personal goals and progress. The music selections challenge students to develop their expertise as instrumentalists in a cooperative environment. Successful completion of this course prepares students to advance to a college or semi-professional setting. Benchmark assessments are employed to track individual student progress.

Course Content

This course will consist of the following units of study:
- Advanced Performance Technique
- Winter Concert Repertoire
- Individual Technique
- Spring Concert Repertoire

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How can commitment and personal goal setting impact the skills of advanced performers?
- How are individual roles in an ensemble defined?
- In what ways does an individual contribute to the success of the ensemble?
- How do individual performances unify to create a superior ensemble performance?
- 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.
Wind Ensemble
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 Wind Ensemble.

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

_____________________________       _________________________
Student Signature                          Date

Note: Please share the course requirements for Wind Ensemble with your parents.