Symphonic Band/Jazz Band

Grades 6, 7, and 8

ABSTRACT

Students in Symphonic Band and Jazz Band further the development of the techniques and mechanics necessary to play their instruments of choice. Emphasis in group and individual lessons is on the improvement of performance of compositions of increasing difficulty and range. Students continue to study music of varied composers, cultures, and genres and are introduced to improvisational performance. Scoring rubrics are used to assess personal and peer technique. Each student reflects on his/her progress through goal setting and tracking of attainment of goals.

Adopted by the Somerville Board of Education on July 25, 2017
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<thead>
<tr>
<th>Month/Marking Period</th>
<th>NJSLS</th>
<th>Symphonic Band/Jazz Band are provided once in each five day cycle</th>
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<tbody>
<tr>
<td>NJSLS</td>
<td>1.1.8.B.1-2, 1.3.8.B.1-4, 1.4.8.A.1-7, 1.4.8.B.1-3</td>
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**Essential Question:** What factors may influence a musician’s performance? How can a musician improve personal and group performance?

**Content:**
- Creative Process/History of the Arts and Culture
- Aesthetic Response/Critique

**Skills and Topics:**
- recall the necessary skills to play instrument(s) of personal choice (e.g., basic note and rhythm reading skills, articulation, breath control, tone development)
- identify and analyze diverse compositions from distinct historical eras, cultures, and genres
- investigate the contributions to music of composers of diverse cultures and historical significance
- perform independently and in small and large groups
- incorporate compositions of increasing difficulty in performance
- differentiate among musical artworks based on societal norms, beliefs, and values
- improvise performance based on a specific genre or musical style** (e.g., jazz, blues, swing)
- analyze the elements of music that characterize diverse genres (e.g., marches, symphonies, ethnic, folk music)
- differentiate between the technique and effectiveness of sample compositions
- collaborate to create a performance scoring rubric
- employ performance scoring rubric to assess personal, peer, and professional performances
- respond to prompts regarding the aesthetic value and effectiveness of diverse compositions, genres, and composers
- determine personal achievement goals based on individual and group performances
- assess the personal development necessary to continue successfully as members of organized ensembles
- identify current sources of musical critique and assessment

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, classroom computers, SMART Boards, CDs, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, picture stories, analysis of musical compositions

**Formative Assessments:**
- Analysis of musical compositions, self-assessment (performance and goal achievement), performances, scoring rubric

**Summative Assessments:**
- Quizzes, tests, teacher observations, performances

**Performance Assessments:**
- Musical performances, peer and self-assessments, teacher observations, projects

****Denotes for Jazz Band only
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| **Interdisciplinary Connections:** | *ELA: RI.6-8.1-10, W.6-8.1-10  
Technology: 8.1.8.A.1, 8.1.8.E.1  
World Language: 7.1.NM.A.3  
21st Century Life/Careers: CRP4, CRP5, CRP8 | *ELA: RI.6-8.1-10, W.6-8.1-10  
Technology: 8.1.8.A.1, 8.1.8.E.1  
World Language: 7.1.NM.A.3  
21st Century Life/Careers: CRP4, CRP5, CRP8 |
| **21st Century Themes:** | ☑️ Global Awareness  
☐ Civic Literacy  
☐ Financial, Economic, Business, and Entrepreneurial Literacy  
☐ Health Literacy |
|  | ☑️ 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:** | Keyboard, piano, recorders, musical games, tuned and un-tuned Orff instruments, printed music |
| **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: 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; Hospitality and Tourism Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster. |

*2016 NJSLS:

RL: Reading Literature  
RI: Reading Informational Text  
W: Writing  
SL: Speaking and Listening  
L: Language  
N: Real Number System  
A: Algebra  
F: Functions  
G: Geometry  
S: Statistics and Probability  
MD: Measurement and Data