

# **Randolph Township School District**

## **Music Department Instrumental Music: 5<sup>th</sup> Grade Band**

*“Music washes away from the soul the dust of everyday life.”*

-Berthold Auerbach

**Department of Visual and Performing Arts**

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**Randolph Township Schools  
Music Department  
Instrumental Music: 5th Grade Band**

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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **Randolph Township Board Of Education**

## **Educational Goals**

### **Values in Education**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools**  
**Music Department**  
**Instrumental Music: 5<sup>th</sup> Grade Band**

**Introduction**

The band program in the Randolph School District grades 5 through 12 is designed to allow each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody and rhythm to name a few. The 4<sup>th</sup> grade recorder experience, which is part of the general music curriculum, is integral to the success of all beginning band members in the 5<sup>th</sup> grade.

Fifth Grade Band is the beginning band within the Randolph band program. It is at this level that students begin instruction on a band instrument. The success of the middle school and high school programs begin with the foundation that is laid with the fifth grade band. Students learn the basics of good instrumental music performance – proper breathing, embouchure, hand and body position, tone production, and rhythmic accuracy. It is imperative that these skills are learned correctly at the beginning level in order to avoid serious performance problems in later years.

Group lessons are the backbone of this successful program, teaching the band members of Randolph the necessary skills on their individual instruments, thereby creating a meaningful concert band experience. In addition to group lessons, weekly scheduled sectionals and band rehearsals enable students' individual musicianship to be melded into cohesive ensemble playing. The three contact times per week creates an advantageous foundation for individual and ensemble musicianship skills.

It is the common goal of each band director in the Randolph Township School District to facilitate in the development of lifelong learners with a love and appreciation for music. Through the use of the NJCCCS for music, careful lesson and rehearsal planning, meaningful weekly rehearsals, and a multitude of performance opportunities both on and off campus, students are afforded experiences that will allow them to be productive members of society and supporters of the arts.

**Randolph Township Schools**  
**Music Department**  
**Instrumental Music: 5<sup>th</sup> Grade Band**

**Pacing**

The concepts set forth in this curriculum – rhythm, articulation, technical development, tone production, music theory, listening and analysis, musical expression, and care and maintenance of equipment – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the Fifth Grade Band experience and continues into middle school and high school. By the end of fifth grade, students are expected to remember and understand these concepts. In later grades, students continue to address these concepts in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through the 5 – 12 band program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. In a musical setting, each concept is dependent on the others. For example, rhythmic performance is wholly dependent on proper articulation, which, in turn, is dependent on proper breath control and tone production. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Rhythm**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
<p>A strong rhythmic vocabulary is essential for musical development.</p> <p>Internal pulse is the heartbeat of music.</p>		<ul style="list-style-type: none"> <li>• Why is rhythm important in music?</li> <li>• Are we born with internal pulse or is it developed?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS	
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Rhythmic Notation</p> <p>Pulse</p> <p>Various counting systems</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, eighth, and tied notes.</p> <p>Execute an external steady beat while developing an internal steady beat. Students will be exposed to the benefits of using a metronome while playing.</p> <p>Transfer from the Kodaly counting system to a traditional numeric system.</p>	<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>	

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Articulation**

<b>ENDURING UNDERSTANDINGS</b>		<b>ESSENTIAL QUESTIONS</b>
Articulation is the beginning of all tone production.		<ul style="list-style-type: none"> <li>• Is articulation necessary?</li> <li>• Are music articulation and spoken language related?</li> </ul>
Articulation impacts all elements of music.		<ul style="list-style-type: none"> <li>• Are music articulation and spoken language related?</li> </ul>
Proper articulation dictates proper execution of musical style.		<ul style="list-style-type: none"> <li>• How do different articulations affect musical style?</li> </ul>
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>CCCS</b>
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Tonguing technique.</p> <p>Various articulation styles.</p> <p>Correct striking motion and grip for percussion instruments.</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Use their tongue in a proper striking motion.</p> <p>Apply proper tonguing technique while performing various articulation styles.</p> <p>Utilize a “piston” motion when playing the snare drum, bass drum, and mallet percussion.</p>	<p>1.1.2.B.2</p> <p>1.1.2.B.3</p> <p>1.1.2.B.4</p> <p>1.3.2.B.2</p> <p>1.3.2.B.3</p> <p>1.3.2.B.4</p> <p>1.3.2.B.7</p>



**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Technical Development**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Technical proficiency is an essential element of musical performance.		<ul style="list-style-type: none"> <li>Is technical development necessary to perform a musical composition?</li> </ul>
More difficult music necessitates a higher level of technical facility.		<ul style="list-style-type: none"> <li>Why do musicians need to be technically proficient?</li> </ul>
Developing ones technique opens up many musical opportunities.		<ul style="list-style-type: none"> <li>How does improved technique increase performance options?</li> </ul>
KNOWLEDGE	SKILLS	CCCS
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Correct posture.</p> <p>Proper instrument carriage and hand position/grip.</p> <p>Correct fingerings, slide positions, sticking, and auxiliary percussion technique.</p> <p>An instrument specific warm-up routine.</p> <p>Scales and scale based exercises.</p> <p>Instrument specific skills</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Sit on the edge of their chair with their back straight and feet flat on the floor.</p> <p>Hold their instrument properly, using the correct angle and appropriate hand position/grip.</p> <p>Demonstrate the ability to execute proper fingerings, slide positions, stickings, and auxiliary percussion technique.</p> <p>Execute teacher directed warm-up routine and eventually transition to independent warm-up.</p> <p>Concert Bb major scale and thirds.</p>	<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>

	<p><b>Woodwind</b></p> <ul style="list-style-type: none"> <li>• Flute – Play multiple tones on head joint.</li> <li>• Clarinet – Introduction to notes over the break; utilize ability to properly adjust ligature and reed.</li> <li>• Saxophone – Utilize ability to properly adjust neck strap, mouthpiece, ligature, and reed.</li> </ul> <p><b>Brass</b></p> <ul style="list-style-type: none"> <li>• Trumpet, French Horn, Trombone, Baritone – mouthpiece buzzing.</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>• Basic rudiments including roll technique.</li> <li>• Introductory keyboard percussion technique</li> </ul>	
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Tone Production**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
A musician's tone is as individual as their fingerprint.		<ul style="list-style-type: none"> <li>What constitutes a desirable individual tone quality?</li> </ul>	
Tone production is a lifelong pursuit.		<ul style="list-style-type: none"> <li>What constitutes a desirable ensemble tone quality?</li> </ul>	
Refined individual tone quality positively impacts ensemble sonority.		<ul style="list-style-type: none"> <li>How does an individual sound affect the ensemble sound?</li> </ul>	
KNOWLEDGE	SKILLS	CCCS	
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Proper breathing technique.</p> <p>Embouchure.</p> <p>Tone quality.</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Understand that using proper breathing technique leads to a desirable tone.</p> <p>Breathe while staying connected to mouthpiece.</p> <p>Demonstrate proper embouchure.</p> <p>Develop a steady and focused tone on their instrument.</p> <p>Be exposed to the concepts of balance and blend individually and within an ensemble.</p> <p>Utilize proper playing position and striking technique on percussion instruments.</p>	<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>	

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Music Theory**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
The science and math of music is found in the study of theory.		<ul style="list-style-type: none"> <li>Is an understanding of music theory necessary for understanding music?</li> </ul>	
The knowledge of the structure of music contributes to a higher level of musicianship.		<ul style="list-style-type: none"> <li>Does music require structure?</li> </ul>	
KNOWLEDGE	SKILLS		CCCS
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Time signatures.</p> <p>Notation.</p> <p>Music staff.</p> <p>Dynamics.</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Identify and perform music in the following time signatures: 4/4, 2/4, 3/4.</p> <p>Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs, first ending, second ending, and one measure repeat sign; pick-up note, fermata, key changes, accidentals, and stylistic indications.</p> <p>Name lines and spaces on the appropriate clef. Demonstrate the ability to identify and perform notes beyond the staff. Identify and perform accidentals on the staff.</p> <p>Identify and apply the following dynamic markings: piano, mezzo piano, mezzo forte, forte, crescendo, and diminuendo.</p>		<p>1.1.5</p> <p>1.2.5</p> <p>1.3.5</p> <p>1.4.5</p>

Key signatures.	Identify and name and apply the flats and sharps in a key signature.	
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**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Listening and Analysis**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Listening and self-evaluation are necessary in the development of musicianship.		<ul style="list-style-type: none"> <li>• What makes a performance sound great?</li> <li>• What keeps a musician listening?</li> </ul>	
Strong aural skills are a building block of musicality.		<ul style="list-style-type: none"> <li>• Can appraising a self-recording benefit one's musical growth?</li> </ul>	
KNOWLEDGE	SKILLS		CCCS
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Individual listening skills.</p> <p>Listening skills within an ensemble.</p> <p>How to utilize recordings to develop their skills.</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Listen for and apply an acceptable beginning tone quality.</p> <p>Listen to their instrument specific section and match their overall tone while blending in their individual sound.</p> <p>Listen to their ensemble and create a well-balanced sound.</p> <p>Utilize "Tradition of Excellence" recordings to imitate and enhance the learning of tone, pitch, and rhythmic durations.</p>		<p>1.2.2.A.1</p> <p>1.2.2.A.2</p> <p>1.4.2.A.1</p> <p>1.4.2.A.2</p>

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Musical Expression**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Music taps into our souls and connects us on a deep level.		<ul style="list-style-type: none"> <li>How does music affect emotions?</li> </ul>
Music conveys emotion indescribable by words.		<ul style="list-style-type: none"> <li>How does music bring people together?</li> <li>How can someone contribute to a successful performance?</li> </ul>
Music evokes different and unique emotions based on personal experiences.		<ul style="list-style-type: none"> <li>What makes a musical performance expressive?</li> </ul>
KNOWLEDGE	SKILLS	CCCS
<b>By the end of 5th grade, the students will know:</b>  The effect of breathing on musical expression.  The effect of dynamics on musical expression.  The concept of musical awareness.	<b>By the end of 5th grade, students will be able to:</b>  Breath effectively and efficiently as an ensemble.  Apply the following dynamic markings: piano, mezzo piano, mezzo forte, forte, crescendo, and diminuendo.  Identify, describe, and perform the emotional mood and style of literature.	1.4.2.B.1 1.4.2.B.2 1.4.2.B.3

**RANDOLPH TOWNSHIP SCHOOL DISTRICT**  
**Instrumental Music: 5<sup>th</sup> Grade Band**  
**CONCEPT: Care and Maintenance of Equipment**

ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS
Proper care and maintenance of an instrument is necessary for its longevity.		<ul style="list-style-type: none"> <li>Do the materials instruments are made of impact cleaning procedures and schedules?</li> </ul>
Well-cared for instruments sound and play better.		<ul style="list-style-type: none"> <li>Does the appearance of an instrument have any relationship to the sound that it is capable of producing?</li> </ul>
KNOWLEDGE	SKILLS	CCCS
<p><b>By the end of 5th grade, the students will know:</b></p> <p>Assembly of instruments.</p> <p>Cleaning and maintenance of instruments.</p> <p>Repair of instruments.</p>	<p><b>By the end of 5th grade, students will be able to:</b></p> <p>Name all parts of their respective instrument and demonstrate proper assembly.</p> <p><b>Woodwinds:</b> Swab out instrument after each playing. Regularly clean head joint, mouthpiece, reeds and reed guard. Grease all corks weekly. Rotate reeds and replace them after about twenty hours of playing.</p> <p><b>Brass:</b> Sterilize mouthpiece and wash instrument on a regular schedule as dictated by your teacher. Oil valves and grease slides on a regular schedule.</p> <p><b>Percussion:</b> Assist band director with cleaning and maintenance of the entire inventory of percussion instruments.</p> <p>Diagnose and fix basic repairs on their instrument.</p>	<p>1.2.2.A.1  1.2.2.A.2  1.4.2.A.1  1.4.2.A.2</p>



	<ul style="list-style-type: none"> <li>• Clarinet and Saxophone – dry cork needs cork grease</li> <li>• Trumpet, trombone, and baritone – sticking valves/slides need to be lubricated.</li> </ul>	
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## **APPENDIX A - RESOURCES:**

Arbans Method for Trumpet

My First Clarke

My First Klosè

Carmine Caruso Musical Calisthenics for Brass

Wagner Foundation for Flute Playing

Tradition of Excellence Book 1

Standard of Excellence, Book 1

Garwood Whaley series books for snare drum, and mallets

Supplementary books and materials provided from the instructor's personal library as dictated by the level of the student:

Selected Band Music – selected by the conductor of the ensemble.

SmartMusic teacher subscriptions provided by the Randolph Board of Education

## **APPENDIX B - SmartMusic ASSESSMENT**

Since 2011, the Randolph School District Band program has experimented with the online assessment tool SmartMusic. The Randolph music faculty has dedicated many hours to professional development in order to fully implement this program. As of 2014, we received a Randolph Education Foundation Grant for the hardware needed for our rehearsal and lesson facilities in the High School and Middle School. As of the 2014 - 2015 school year, the Middle School Band program has rolled out a comprehensive SmartMusic initiative integrating SmartMusic into the band and lesson program.

All Randolph Middle School band students will be asked to purchase a subscription. Assignments will be sent to the students from both the lesson teachers as well as band directors. Any student unable to purchase a SmartMusic subscription, will have the opportunity to submit their assignments via school owned “practice room” subscriptions.

The yearly cost involved in the SmartMusic Educator Subscriptions and Practice Room Subscriptions must be budgeted. Each school will need multiple SmartMusic Practice Room Subscriptions and each lesson teacher will need a SmartMusic Educator Subscription. As the SmartMusic initiative continues to evolve and expand into Randolph Band, Chorus, and Orchestra programs in all Randolph Schools, additional SmartMusic Educator and Practice Room Subscriptions will also need a budget line item.

## APPENDIX C - Assessment Rubric

### SUGGESTED RUBRICS

Date _____	Assignment				
Level of performance					
Preparation	1	2	3	4	5
Dynamic Control	1	2	3	4	5
Technique/Grip	1	2	3	4	5
Tempo Control	1	2	3	4	5
Interpretation	1	2	3	4	5
Rhythm/Note Accuracy	1	2	3	4	5
Intonation	1	2	3	4	5
<b>Total =</b>			<b>Grade =</b>		

### RANDOLPH BAND RUBRIC

NAME \_\_\_\_\_  
 GRADE \_\_\_\_\_  
 INSTRUMENT \_\_\_\_\_

#### Rubric:

*9-10= student has an excellent knowledge of concept and is able to demonstrate the concept at a very high level*

*7-8= student has an above average knowledge of concept and is able to demonstrate the concept at an above average level*

*5-6= student appears to understand concept and may or may not be able to demonstrate the concept*

*3-4 = student may or may not understand concept and has trouble demonstrating the concept*

*1 -2= student does not appear to understand the concept and is unable to demonstrate the concept*

#### SOLO

1.TONE QUALITY (STRIKING MOTION)	1 2 3 4 5 6 7 8 9 10
2.INTONATION	1 2 3 4 5 6 7 8 9 10
3.ARTICULATION	1 2 3 4 5 6 7 8 9 10
4.EMBOUCHURE/GRIP	1 2 3 4 5 6 7 8 9 10
5.RHYTHMIC ACCURACY	1 2 3 4 5 6 7 8 9 10
6.NOTE ACCURACY	1 2 3 4 5 6 7 8 9 10
7.TEMPO CONTROL	1 2 3 4 5 6 7 8 9 10
8.DYNAMIC CONTROL	1 2 3 4 5 6 7 8 9 10
9.MUSICALITY	1 2 3 4 5 6 7 8 9 10

#### SIGHT READING

10.NOTE/RHYTHMIC ACCURACY	1 2 3 4 5 6 7 8 9 10
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TOTAL = \_\_\_\_\_

## APPENDIX D - LESSON PLANS

**Teacher:**

**Subject: Band Lessons**

**Date: Week of**

**Enduring Understandings/Objective:**

1. Eighth notes can provide forward momentum to music.
2. Different time signatures add to the variety of music.
3. Counting and subdividing helps performance.

**NJCCCS Addressed: (check all that apply)**

**(X) Standard 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.*

**( ) Standard 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.*

**(X) Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**( X ) Standard 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.*

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**Essential Questions:**

1. Is a key signature more effective than courtesy accidentals?
2. What do you look at when introduced to a piece of music?
3. Is there best way to count rhythms?

**Materials:**

1. Dry erase board/marker
2. Standard of Excellence
3. Pencils

**Procedure/Learning Experiences:**

1. Greeting and Introduction
2. Assemble Instruments
3. Check Practice Records (1<sup>st</sup> Lesson of the week)
  - o Fernbrook
  - o Reinforce Concert A

- o Play #36 Mark Time
- o Introduce/Reinforce **Key Signature**
- o Play #37 Sweetly Sings The Donkey
  - § Play as Round
- o Play #39 Crusader's March
  - § What happens at the end?
- o Play #41 Go For Excellence
  - § Practice last 4 measures 1<sup>st</sup> (Scale in 3rds intro)
- o Play #42 School Song
- o Introduce 8<sup>th</sup> Notes
- o Play #45 Eighth Note Encounter
- o **Center Grove & Shongum**
  - o Play # 51 Skip It, Lou
  - o Play #52 Eighth Note Expert
  - o Play #53 Mexican Mountain Song
  - o Brass #55 Woodwinds #43 Scale in 3rds (partial)
  - o Introduce Slurring-Trombones get special legato sheet
  - o Play #56 Warm-Up
  - o Play #57 Theme from Symphony No. 1
  - o Play #58 Eire Canal Capers
  - o Play #59 Laughing Song
    - § Play as Round
  - o Introduce Concert Ab
  - o Work on 1<sup>st</sup> 2 measures of #60

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**Differentiation: (check all that apply)**

- ( x ) Process
- ( x ) Content
- ( x ) Product

**Assessment: (list types utilized)**

1. Question and Answer
2. Student Evaluation
3. Teacher Evaluation

**Assignment:**

p.11& 13 (Fernbrook) p.15(Center Grove & Shongum)

**Teacher:** **Subject: Band Rehearsal**

**Date: Week of**

**Enduring Understandings/Objective:**

1. Practicing chromaticism improves technique.
2. Group balance can be obtained through holding chords.
3. Subdivision of the beat leads to rhythmic precision.

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**NJCCCS Addressed: (check all that apply)**

**(X) Standard 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.*

**(X) Standard 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.*

**(X) Standard 1.3 Performing:** *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

**( X ) Standard 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.*

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**Essential Questions:**

1. Should music paint a picture in one's mind?
2. Should the programmatic effect of a composition inform the musician's performance?
3. Should we try to phrase like singers?

**Materials:**

1. BBWU
2. Sheet Music
3. Pencils

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**Procedure/Learning Experiences:**

- Welcome students and instruct to find seats
- Remind students of the pink folder
- Warm Up Group
  - o Beginning Band Warm Up (BBWU)
    - o Long Tones
    - o One Step At A time

- o 7 in a Row
    - § Dynamics
  - o Scale in 3rds
  - o Concert Bb Major Scale (Majo)
  - o Keep students aware of posture
- **Royal March of the Lion**
- o **Fernbrook/Shongum Start Here**
  - o m. 21-27 bc/ts/tb/bar/tu/bd/sd/suscym
  - o m. 23-28 fl/cl/as/tp/fh/tam
  - o beat 2 entrance-clt C# to C m. 27 as/fh ½ step mvt.
  - o m. 21-28 band
  - o m. 29-35 cl/bc/ts/tb/bar/tu/bd/sd Clt have both parts
  - o chromatic line-hairpin dynamics
  - o m. 31-36 fl/cl/as/tp/fh/tam
  - o m. 36 up ½ step from 32
  - o crescendo into 37
  - o m.37-46 recapitulation of 13-21
- o **Center Grove Starts Here**
  - o m.47-56 fl/cl/ts/fh
  - o m.47-56 as/tp
  - o m.47-56 bc/tb/bar/tu/tam
  - o m.47-56 sd/bd
  - o m.47-56 band
  - o m.56-fine perc
  - o crescendo 56-57
  - o m.56-fine bc/tb/bar/tu/perc
  - o crescendo 56-57
  - o m.56-fine cl/as
  - o crescendo 57
  - o m.56-fine fl/tp/fh/ts
  - o crescendo 57
  - o m. 56-fine band
  - o m.47-fine band
  - o full song band
- **At The Edge of Chaos**
  - o Play at a quicker Tempo



- **(Sittin' On) The Dock of the Bay**
  - o Direct Students attention to dynamics
- Put away instruments
- Dismiss students

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**Differentiation: (check all that apply)**

☒ **Process**

☒ **Content**

☐ **Product**

**Assessment: (list types utilized)**

**1. Student Evaluation**

**2. Accuracy of Performance**

**3. Teacher Evaluation**