

MANCHESTER REGIONAL HIGH SCHOOL

MUSIC DEPARTMENT

BEGINNING BAND

REVISED & ADOPTED

SEPTEMBER 2017

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Course Summary

**BEGINNING BAND**

*Grades 9-11, Credits 5.00*

Beginning Band is designed to introduce aspiring musicians to the rehearsal and performance requirements of a high school band. This course is open to any student who has an interest in developing the ability to play a musical instrument. An emphasis of instruction will be on reading and comprehending standard notation as well as improving performance techniques. Participation in performances is a requirement of this course. Key focuses could be run in Percussion, Keyboarding, Strings, or Wind instruments.

**MANCHESTER REGIONAL HIGH SCHOOL**

COURSE OUTLINE: BEGINNING BAND

*The student will be able to:*

1. Read music.
2. Play a musical instrument.
3. Sight read beginning band music.
4. Handle and care for an instrument.
5. Play their part in an ensemble setting.
6. Work for a common goal with others.

EVALUATIVE ACTIVITIES:

1. Playing evaluation.....50%
2. Daily Participation..... 50%

COURSE DATA:

Length of Course : One Year

Credits : Five

Periods Per Week : Five

Classification : Elective - Grades 9-12

Prerequisite : None

EVALUATION:

The purpose of evaluation is to provide information about student progress and to determine if students have learned the subject matter which has been taught. Teacher will evaluate student progress by performance tests, and daily participation.

Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

Unit 1 How is Music Created?

Unit 2 Performing

Unit 3 Performing

UNIT 4 Aesthetic Responses and Critique Methodologies

UNIT 5 History of Music

## **Unit 1**

### **Essential questions**

How is Music Created?

### **Objectives**

Topic 1 Tempo

- Demonstrate how tempo is employed to identify popular American music.

Topic 2 Rhythm

- Identify and demonstrate specific rhythms utilized in American popular dance music

Topic 3 Form

- Identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).

Topic 4 Melody/Harmony and Form

- Describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).

Topic 5 Harmony and Chords

- Describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.

### **Activities**

Topic 1 Tempo

- Using a variety of recorded and print music, students will demonstrate how tempo is employed to identify popular American music.

Topic 2 Rhythm

- Using a variety of recorded and print music, students will identify and demonstrate specific rhythms utilized in American popular dance music

Topic 3 Form

- Using a variety of recorded and print music, students will identify specific compositional forms in various styles of music (e.g., ABA, Rondo, Theme and Variations).

Topic 4 Melody/Harmony and Form

- Using a variety of recorded and print music, students will describe how melody, harmony, and the ABA/CHORUS-VERSE form evolved through each style of Jazz (e.g., Swing, Be-Bop, Afro Cuban, Latin, Avant-Garde etc.).

#### Topic 5 Harmony and Chords

- Using a variety of recorded and print music, students will describe, identify and demonstrate how simple chord progressions are utilized in various styles of music.

### Resources

#### Topic 1 Tempo

- A variety of recorded and print music, including music from the 50s-today.

#### Topic 2 Rhythm

- A variety of recorded and print music, including music from the 50s-today.

#### Topic 3 Form

- Twinkle Twinkle, Mozart's Rondo ala Turk, Carnival of Venice (Theme and Variations)

#### Topic 4 Melody/Harmony and Form

- Count Basie Mood Indigo, C Jam Blues, Dizzy Gillespie "Along Came Betty", Thelonious Monk, Miles Davis "All Blues"

#### Topic 5 Harmony and Chords

- Blues "What You Want Me To Do" "Hound Dog" "Louie Louie" "Stand By Me"

### NJ Core Curriculum Content Standards

1.1.8.B.1 and 1.1.8.B.2

## Unit 2

### Essential questions

What kinds of music can we perform together?

### Objectives

#### Topic 1 Styles and Genres

- Perform a folk song in a variety of styles, employing the appropriate stylistic considerations of each style (e.g., Swing, Latin, Rock & Roll, etc.).

#### Topic 2 Avante Garde Musical Style

- Perform a 20th century instrumental or vocal music composition that incorporates avant-garde notation techniques.

#### Topic 3 Improvisation

- Perform an improvised solo using the blues scale over a twelve-bar blues progression.

#### Topic 4 Expression

- Perform a music composition from complex notation that expresses moods or emotions considered negative.

### **Activities**

#### Topic 1 Styles and Genres

- Perform a folk song in a variety of styles, employing the appropriate stylistic considerations of each style (e.g., Swing, Latin, Rock & Roll, etc.).

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#### Topic 4 Expression

- Perform a music composition from complex notation that expresses moods or emotions considered negative.

### **Resources**

NJ Core Curriculum Content Standards  
1.1.8.B.1 and 1.1.8.B.2 and 1.3.8.B.3

### **Unit 3**

#### **Essential questions**

How do we express ourselves with music?

#### **Objectives**

##### Topic 1 Synthesizing Expression in New Styles

- Perform music (independently and in groups) using the appropriate expressive qualities of a particular style and rearrange it to conform to a new style. Apply theoretical

understanding of expressive and dynamic musical qualities for expression in both styles (e.g., crescendo, diminuendo, pianissimo, forte, etc.).

#### Topic 2 Serial Music and Tone Rows

- Improve an original composition and sing or play it independently and in a group, based on a tone row. Use the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

### **Activities**

### **Resources**

NJ Core Curriculum Content Standards  
1.1.8.B.1 and 1.1.8.B.2

## **UNIT 4**

### **Essential questions**

What are aesthetic responses to music?

What critique methodologies are used to help understand and describe the aesthetics of music?

### **Objectives**

#### Topic 1 Emotion

- Generate observational and emotional responses to diverse culturally and historically specific piece of music.

#### Topic 2 Functional Music

- Identify music which was originally written for utilitarian purposes and was later used for non-utilitarian, such as movies, commercials.
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#### Topic 3 Critical Response

- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Analyze and discuss the audience reaction to the premier performance of Stravinsky's *The Rite of Spring*.

#### Topic 4 Metaphors



- Interpret symbolism and metaphors embedded in works of music

#### Topic 5 Analysis

- Analyze the form, function, craftsmanship and originality of various styles of Jazz (e.g., swing, be-bop, free form).

#### Topic 6 Critical Comparison

- Using YouTube, compare the effectiveness of a piece of concert band music being performed by different concert bands.

### Activities

## UNIT 5

### Essential questions

What are the relevant areas of music history?

How has technology affected music?

### Objectives

#### Topic 1 Impact of Music Technology

- Compare and contrast the impact of technology on two listening examples of a student recording presented with and without the application of "autotune".

#### Topic 2

- Create an original piece of music in the style of *Musique Concrète* using appropriate digital audio software. Compare and contrast the process and final product to *Musique Concrete* created in the 1940's to created using today's computer technologies.

#### Topic 3 Research Paper

- Research, listen, write and discuss major historic and cultural events that influenced and inspired American music in the last 50 years (e.g., Civil Rights Movement, Vietnam War, Moon Landing, etc.).

### Activities

NJ Core Curriculum Content Standards

1.1.8.B.1 and 1.1.8.B.2