



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Visual and Performing Arts

COURSE Band, Instrumental Music

## **Curriculum Development Timeline**

**School:** Ocean Township High School

**Course:** Band, Instrumental Music

**Department:** Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2009	Jayne VanNosdall	Born Date
August 2013	Jayne VanNosdall	Revisions
August 2017	Valerie Sorce	Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandate

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Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Unit 1: Instrumental Playing and Technique	21	Units 1, 2, 3 – Ongoing
2	Unit 1: Instrumental Playing and Technique	22	Units 1, 2, 3 – Ongoing
3	Unit 2: Listening and Music Appreciation	23	Units 1, 2, 3 – Ongoing
4	Unit 2: Listening and Music Appreciation	24	Units 1, 2, 3 – Ongoing
5	Unit 3: Performance Etiquette and Critique	25	Units 1, 2, 3 – Ongoing
6	Units 1, 2, 3 – Ongoing	26	Units 1, 2, 3 – Ongoing
7	Units 1, 2, 3 – Ongoing	27	Units 1, 2, 3 – Ongoing
8	Units 1, 2, 3 – Ongoing	28	Units 1, 2, 3 – Ongoing
9	Units 1, 2, 3 – Ongoing	29	Units 1, 2, 3 – Ongoing
10	Units 1, 2, 3 – Ongoing	30	Units 1, 2, 3 – Ongoing
Week	Unit	Week	Unit
11	Units 1, 2, 3 – Ongoing	31	Units 1, 2, 3 – Ongoing
12	Units 1, 2, 3 – Ongoing	32	Units 1, 2, 3 – Ongoing
13	Units 1, 2, 3 – Ongoing	33	Units 1, 2, 3 – Ongoing
14	Units 1, 2, 3 – Ongoing	34	Units 1, 2, 3 – Ongoing
15	Units 1, 2, 3 – Ongoing	35	Units 1, 2, 3 – Ongoing

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16	<b>Units 1, 2, 3 – Ongoing</b>	36	<b>Units 1, 2, 3 – Ongoing</b>
17	<b>Units 1, 2, 3 – Ongoing</b>	37	<b>Units 1, 2, 3 – Ongoing</b>
18	<b>Units 1, 2, 3 – Ongoing</b>	38	<b>Units 1, 2, 3 – Ongoing</b>
19	<b>Units 1, 2, 3 – Ongoing</b>	39	<b>Units 1, 2, 3 – Ongoing</b>
20	<b>Units 1, 2, 3 – Ongoing</b>	40	<b>Units 1, 2, 3 – Ongoing</b>

**Diversity and Inclusion, Individuals with Disabilities, and LGBT:** Unit 2: Listening and Music Appreciation

Core Instructional & Supplemental Materials including various levels of Texts

[www.musictheory.net](http://www.musictheory.net)  
[www.teoria.com](http://www.teoria.com)

**Newsela** - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

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Time Frame	Weeks 1-2; Ongoing
Topic	
Unit 1: Instrumental Playing and Technique	
Alignment to Standards	
<p><b>1.3.C.1prof.Cr1a:</b> Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.</p> <p><b>1.3.C.1acc.Cr1a:</b> Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.</p> <p><b>1.3Cadv.Cr1a:</b> Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p><b>1.3C.12prof.Cr3a:</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p><b>1.3C.12prof.Cr3b:</b> Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p><b>1.3C.12acc.Pr4b:</b> Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.</p> <p><b>1.3C.12adv.Pr4c:</b> Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.</p> <p><b>1.3C.12adv.Pr5a:</b> Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p><b>1.3C.12acc.Re7a:</b> Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p><b>1.3C.12acc.Re7b:</b> Explain how the analysis of structures and contexts inform the response to music.</p>	
Learning Objectives and Activities	
<p>SWBAT answer the following questions:</p> <ul style="list-style-type: none"> <li>• How can the student work to maximize his or her potential as an instrumentalist?</li> <li>• How can the student develop the knowledge and skills that will strengthen his</li> </ul>	

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or her instrumental music awareness?

- How can a strong foundation of musical vocabulary be useful in playing an instrument?
- How can good practice habits make a better performer and lead to a better performance?
- How will bad practice habits ultimately make a performance suffer?
- Why must a performer be aware of their entire body while playing?
- How does proper posture and manipulation of the body create good tone production?
- Why is it essential for a performer to use strong breath support?
- How do different articulation symbols enhance a performance?
- What are different exercises and tasks we can do to build and maintain superior performance health?
- Why must an instrumentalist tune their instrument?
- What are some environmental factors that will affect the tuning of an instrument?

SWBAT demonstrate understanding of the following:

- Knowledge of the fundamentals and different elements of music are essential in learning to play an instrument
- Increase awareness of the importance of warming up your instrument and how it relates to the quality of your tone production
- Increase awareness of good practice habits and relate to the success of a quality performance
- Increase awareness of bad practice habits and how they can negatively affect performance quality
- Increase awareness of poor posture and inadequate breath support and how it affects sound production
- Increase awareness of different articulation symbols
- Examine the anatomy of the diaphragm, throat, mouth, tongue, and embouchure and the process of how sound is produced
- Knowledge of the proper techniques to care for the body
- Increase awareness of importance of tuning the instrument

Learning Activities:

- Perform with adequate tone quality, intonation, and timbre
- Recognize how practicing with correct techniques and hard work will ultimately enable students to perform successfully
- Develop a better understanding of theory and reading music while playing
- Utilize knowledge of scales, intervals, and musical terminology while

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performing warm-ups

- Show personal growth in their playing each week
- Perform various songs at appropriate levels for each individual
- Demonstrate proper and improper posture through different visual examples
- Implement and practice proper breath control and breathing techniques and exercises
- Practice different articulation symbols on various warm-ups and scales
- Observe proper mannerisms and other performance etiquette of instrumentalists while they are performing
- Learn efficient ways to tune their instrument with and without a tuner
- Discover environmental factors that will affect the tuning of an instrument
- Daily warm-up exercises
- Increasing skill level through working individually and in groups
- Studying professional instrumental techniques help to acquire the knowledge and skills to strengthen musical awareness
- Achieving fluency by focusing and practicing the given task
- Learning to sight read music of different skill levels that will assist students in pieces performed
- Learning to play different repertoire from a variety of different time periods and styles
- Manipulate bodies into different postures to differentiate between proper and improper posture techniques
- Learn and demonstrate proper breathing techniques
- Various group activities which will allow students to peer-critique each other's performance techniques
- Demonstrate tuning instrument in different settings

## Assessments

### **Formative:**

Class participation

Class discussion

Homework assignments and worksheets

Quizzes

### **Alternative:**

Sight reading and dictation tests

Growth

### **Summative Assessment:**

Teacher observation and evaluation

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Self-assessment  
Tests

### **Benchmark:**

Instrumental performance and written critique assessments

### Interdisciplinary Connections

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

### Technology Integration

Access digital media demonstrating performances and techniques: Students will access and assess digital resources to conduct research and investigations, and collaborations which extend their knowledge.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

**9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

### Career Education

**CRP2.** Apply appropriate academic and technical skills

**CRP6.** Demonstrate creativity and innovation.

**Time Frame**

**Weeks 3-4; Ongoing**

### Topic

**Unit 2: Listening and Music Appreciation**

### Alignment to Standards

**1.3.C.1prof.Cr1a:** Compose and improvise ideas for melodies, rhythmic passages

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and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

**1.3.C.1acc.Cr1a:** Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

**1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.

**1.3C.12prof.Cr3a:** Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

**1.3C.12prof.Cr3b:** Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

**1.3C.12acc.Pr4b:** Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

**1.3C.12adv.Pr4c:** Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

**1.3C.12adv.Pr5a:** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**1.3C.12acc.Re7a:** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

**1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.

## Learning Objectives and Activities

SWBAT answer the following questions:

- How can the student work to maximize his or her potential as an instrumentalist?
- How can the student develop the knowledge and skills that will strengthen his or her instrumental music awareness?
- How can a strong foundation of musical vocabulary be useful in playing an instrument?
- How can good practice habits make a better performer and lead to a better performance?
- How will bad practice habits ultimately make a performance suffer?
- Why must a performer be aware of their entire body while playing?
- How does proper posture and manipulation of the body create good tone production?

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- Why is it essential for a performer to use strong breath support?
- How do different articulation symbols enhance a performance?
- What are different exercises and tasks we can do to build and maintain superior performance health?

SWBAT demonstrate understanding of the following:

- Music is a reflection of culture and the time period in which it was created
- Music interpreted by one individual may differ from another based on several factors including experience and knowledge
- Elements of music are combined to create different styles and effects
- Different instruments performing the same music will sound different based on the timbre of the instrument
- Advances in technology have changed the way music is taught, learned, practiced, performed, and understood

Learning Activities:

- Describe the characteristics between music from different time periods and styles
- Identify individual characteristics of specific performers through various listening examples
- Develop individual preferences to the music studied in class through various listening examples
- Discuss the development of music and how it has led to music today
- Pinpoint different musical aspects that are pleasing and not pleasing to students' ear
- Listening to various recordings of artists performing different styles and genres of music\*
- Listening to and describing the many characteristics among styles of music
- Discuss changes in current methods of music production, storage, and transmission through different technology and listening media
- Discussing and describing music preference through individual listening techniques

\*NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

## Assessments

**Formative:**

- Class participation
- Class discussion
- Homework assignments and worksheets

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### **Alternative:**

- Listening assignments and projects
- Teacher observation and evaluation

### **Summative:**

- Tests and quizzes

### Interdisciplinary Connections

**Discussion activities:** Listening to and describing the many characteristics among styles of music; Discuss changes in current methods of music production, storage, and transmission through different technology and listening media

**LA.9-10.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

### Technology Integration

Access digital media demonstrating performances and techniques: Students will access and assess digital resources to conduct research and investigations, and collaborations which extend their knowledge.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

**9.4.12.TL.3:** Analyze the effectiveness of the process and quality of collaborative environment.

**9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

### Career Education

**CRP2.** Apply appropriate academic and technical skills

**CRP6.** Demonstrate creativity and innovation.

**Time Frame**

**Week 5; Ongoing**

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### Topic

#### **Unit 3: Performance Etiquette and Critique**

### Alignment to Standards

**1.3.C.1prof.Cr1a:** Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

**1.3.C.1acc.Cr1a:** Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.

**1.3Cadv.Cr1a:** Compose and improvise musical ideas for a variety of purposes and contexts.

**1.3C.12prof.Cr3a:** Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

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**1.3C.12adv.Pr5a:** Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**1.3C.12acc.Re7a:** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

**1.3C.12acc.Re7b:** Explain how the analysis of structures and contexts inform the response to music.

### Learning Objectives and Activities

SWBAT answer the following questions:

- How do I build and maintain confidence in myself?
- Have I shown growth?
- What skills are needed to recognize the quality of a performance?
- How does proper etiquette enhance the overall musical experience for the performer and the audience?

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- How will the concepts discussed and practiced in a rehearsal help me become a better musician?
- What vocabulary is used to critique a performance?

SWBAT demonstrate understanding of the following:

- Increase awareness of the importance of maintaining professional demeanor before, during, and after any performance
- A successful performance requires control over the entire body, including movements and breathing
- A successful, professional performer utilizes a sound knowledge of the fundamentals of music
- The professionalism of a performance leaves a lasting impression on the audience
- Preparing sufficiently will enhance your overall performance
- It is imperative to attend rehearsals and performances in a timely fashion and participate fully
- The ability to critique and describe a performance is essential to mature as a musician

Learning Activities:

- Demonstrate proper etiquette and respect while observing others during rehearsals and throughout performances
- Show personal growth in performances
- Learn to develop evaluation tools so they can continue to assess their personal growth in the future
- Fully participate during rehearsals and performances
- Build confidence through different performances opportunities
- Learn vocabulary to evaluate and discuss principles and elements of a performance
- Develop critiquing skills in order to rightly evaluate self, peer, or other performances
- Working individually and in small groups to develop and improve stage presentation and musical elements
- Learning effective techniques and strategies to better prepare for a performance
- Performing for others on stage helps to become more comfortable in a performance setting
- Videotaping / audio recording rehearsals and performances will enable students to evaluate their product
- Holding discussions of musical interpretation and critique

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- Implementing cooperative learning and group participation

### Assessments

#### **Formative:**

- Class participation
- Class discussion
- Homework assignments and worksheets
- Listening assignments and projects
- Quizzes
- 

#### **Alternative:**

- Teacher observation and evaluation
- Peer evaluation
- Self-evaluation
- Audience response

#### **Summative:**

- Group demonstrations
- Individual demonstrations
- Tests

#### **Benchmark:**

- Instrumental performance and written critique assessments

### Interdisciplinary Connections

#### **Written analysis and critiques:**

**LA.9-10.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.3** Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

**9.3.12.AR PRF.4** Demonstrate knowledge of music theory.

### Technology Integration

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### Career Education

**CRP2.** Apply appropriate academic and technical skills

**CRP6.** Demonstrate creativity and innovation.

### Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

#### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

#### **Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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### ***At-Risk Students:***

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### ***Gifted and Talented:***

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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