

Time Frame: Months or # of Days	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
September - ongoing	Tuning	Establish a tuning routine. Develop listening skills and make adjustments utilizing tuning slides. Use electronic tuners, or a given reference pitch.	1.1, 1.3, 1.4, 8.1, 8.2	Individual checks, tuning evaluations, teacher assistance, peer evaluation and assistance
September - ongoing	Instrument Care and Maintenance (Woodwinds)	Identify and determine needs: replacement of reeds, cleaning instrument; replacement, of mouthpiece and/or ligature, proper handling of instrument.	1.3, 1.4, 1.5	Student evaluation of instrument; teacher checks
September - ongoing	Instrument Care and Maintenance (Brass)	Identify and determine needs: replacement of mouthpiece, cleaning instrument; proper handling of instrument.	1.3, 1.4, 1.5	Student evaluation of instrument; teacher checks
September - ongoing	Instrument Care and Maintenance (Percussion)	Identify and determine needs: replacement of sticks and mallets, proper handling and care of instruments.	1.3, 1.4, 1.5	Student evaluation of instrument; teacher checks
September - ongoing	Posture (Woodwinds and Brass)	Identify and demonstrate proper instrument placement, balance, playing position: seated, sharing a stand (necessary angles for optimal visual and physical proximity).	1.1, 1.4, 1.5	Student adjustments, written and aural self-evaluations, critiques reflecting progress (Midterm and Final).
September - ongoing	Posture (Percussion)	Identify and demonstrate proper instrument placement, balance, playing position: sharing a stand (necessary angles for optimal visual and physical proximity).	1.1, 1.4, 1.5	Student adjustments, written and aural self-evaluations, critiques reflecting progress (Midterm and Final).
September - ongoing	Technique Development, articulation (Winds)	Identify and demonstrate proper finger placement for each of the wind instruments. Identify and demonstrate proper breathing technique for each of the wind instruments and use of the tongue for producing a variety of articulations.	1.2, 1.4	Student demonstration of techniques; quizzes and teacher evaluations; self-critique and adjustments
September - ongoing	Technique Development articulation Percussion	Identify and demonstrate proper stick/mallet grip and sticking techniques for producing a variety of articulations.	1.2, 1.4	Student demonstration of techniques; quizzes and teacher evaluations; self-critique and adjustments. Application in performance.
September - ongoing	Tone Production Woodwinds	Identify and demonstrate proper embouchure for production of characteristic woodwind tone. Identify and demonstrate proper placement of mouthpiece, reed and ligature set up to embouchure to ensure production of characteristic woodwind tone. Identify and demonstrate proper breathing technique.	1.2, 1.3, 1.4	Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper mouthpiece, reeds and ligatures.
September - ongoing	Tone Production Brass	Identify and demonstrate proper embouchure for production of characteristic brass tone. Identify and demonstrate proper placement of mouthpiece to embouchure to ensure production of characteristic brass tone. Identify and demonstrate proper breathing technique.	1.2, 1.3, 1.4	Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper mouthpiece.

September - ongoing	Tone Production Percussion	Identify and demonstrate proper stick/mallet grip, physical placement of strokes and proper technique for production of characteristic percussion tone.	1.2, 1.3, 1.4	Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper sticks and mallets.
September - ongoing	Music Theory/Performance Development: Scales	Perform scales in all 15 keys, major and chromatic scales or the 26 essential drum rudiments. Play patterns: even note values and region/all state.	1.2, 1.3	Sectional and solo performances.
September - ongoing	Music Theory/Performance Development: Dynamics, Tempo Markings, Time Signatures	Read and perform dynamics (pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo), tempo markings (Largo, Adagio, Andante, Moderato, Allegretto, Allegro, Vivace, Presto; modifiers - con moto, meno mosso, piu mosso, accelerando, ritardando, allargando; terms as found in repertoire); Time signatures (simple, compound, and asymmetric meters - 4/4, 3/4, 2/4, 2/2, 6/8, 7/8, 9/8, 12/8, 5/4; as found in repertoire). Follow conducting patterns.	1.1, 1.2, 1.3, 1.4	Ensemble demonstration, discussion, and performance; sectional performances and cohesiveness.
September - ongoing	Music Theory/Performance Development: Articulations and Rhythms	Read and perform accents, sforzando, tenuto, various articulation as indicated in repertoire. Read and perform note values as indicated in repertoire: whole, half, quarter, eighth, sixteenth, dotted note values, ties, all related rests.	1.1, 1.2, 1.3, 1.4	Individual application of articulations and rhythms found in repertoire. Aural identification demonstration through performance.
September - ongoing	Sightreading	Develop strategies for and competence in reading music not previously studied.	1.3, 1.4	Class discussion and performance.
September - ongoing	Sectional Work and Ensemble	Identify elements of balance, tone, timbre, rhythmic precision, interpretation, style, phrasing.	1.2, 1.3, 1.4	Discuss and determine strategies and goals related to each piece performed. Group critique.
September - ongoing	Performance and Rehearsal Procedures	Demonstrate concert etiquette: behavior, dress; set-up, tuning, posture, stage presence, performing for an audience.	1.2, 1.4, 1.5, 9.1, 9.2	Individual and ensemble demonstration in December, March, and May concerts, and other performances as scheduled.
September - ongoing	Compositional Forms	Discuss and perform: overture, theme and variations, medley, march, sonata (a-b-a), film, Broadway, rhapsody, fantasy/fantasia.	1.1, 1.2, 1.3, 1.4, 1.5	Aural identification. Define and describe form of repertoire selections under study.
September - ongoing	Musical Styles and Time Periods	Identify, discuss, and perform musical compositions reflecting the following periods and genres: Baroque, Classical, Romantic, Impressionistic, Nationalistic, Contemporary, Opera, Folk music, Film score, Broadway musical, Jazz..	1.2, 1.5	Describe compositional style and perform with appropriate stylistic characteristics utilizing historically-based technical and expressive elements.
September - ongoing	Composers	Reineke, Hazo, Saucedo, Smith, Swearingen, Holst, Grundman, Shostakovich, Dvorak, Tchaikovsky, Rossini, Saint-Saens, Strauss, Grieg, Rimsky-Korsakov, Bartok, as found in repertoire under study.	1.1, 1.4, 1.5	Identify composer relative to time period and style; give a brief description of biographical information. Match composers to titles of compositions.
September - ongoing	Ensembles	Identify and perform in smaller homogenous and mixed ensembles.	1.1, 1.2, 1.5	In-class and public concerts and recitals. Final exam performance.

