

| Time Frame: Months or # of Days | Content/Topic | Observable Proficiencies/Skills | NJCCCS | Performance Benchmarks/Assessment |
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| September - ongoing | Tuning | Establish a beatless tuning system. Develop aural skills and make pitch adjustments utilizing tuning slides, mouthpieces, headjoints, or foot pedals. | 1.1, 1.3, 1.4, 2.5, 4.4 | Individual checks, ensemble checks, tuning evaluations, teacher assistance, peer evaluation and assistance. |
| September - ongoing | Instrument Care and Maintenance-Woodwinds | Identify and determine needs: care of reeds, cleaning instrument; replacement of mouthpiece and/or ligature, proper handling of instrument. | 1.3, 1.4 | 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 | 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 | 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, 2.5 | Student adjustments, teacher checks. |
| September - ongoing | Posture-Percussion | Identify and demonstrate proper instrument placement, balance, playing position: standing, sharing a stand (necessary angles for optimal visual and physical proximity.) | 1.1, 1.4, 2.5 | Student adjustments, teacher checks. |
| September - ongoing | Technique Development- Articulation-Winds | Identify and demonstrate proper hand and finger placement for each of the wind instruments. Identify and demonstrate proper breathing techniques for each of the wind instruments and use of the tongue for producing a variety of articulations. | 1.1, 1.2, 1.3, 1.4, 2.5 | Student demonstration of techniques, self-critique and adjustments, teacher evaluations. Application in performance. |
| September - ongoing | Technique Development- Articulation-Percussion | Identify and demonstrate proper stick/mallet grip and sticking techniques for producing a variety of articulations. | 1.1, 1.2, 1.3, 1.4, 2.5 | Student demonstration of techniques, self-critique and adjustments, teacher evaluations. Application in performance. |
| September - ongoing | Tone Production-Woodwinds | Identify and demonstrate proper hand and finger placement for each of the woodwind instruments. Identify and demonstrate proper embouchure for production of characteristic woodwind tone. Identify and demonstrate proper placement of mouthpiece, reed and ligature to embouchure to ensure production of characteristic woodwind tone. Identify and demonstrate proper breathing technique. | 1.1, 1.2, 1.3, 1.4, 2.5 | Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper mouthpiece, reeds and ligatures and correct embouchure. |
| September - ongoing | Tone Production-Brass | Identify and demonstrate proper hand and finger placement for each of the brass instruments. 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. | 1.1, 1.2, 1.3, 1.4, 2.5 | Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper mouthpiece and correct embouchure. |
| September - ongoing | Tone Production-Percussion | Identify and demonstrate proper stick/mallet grip, physical placement of strokes and proper techniques for production of characteristic percussion tone. | 1.1, 1.2, 1.3, 1.4, 2.5 | Individual and group demonstrations of techniques. Aural identification. Teacher guided selection of proper sticks and mallets and hand position. |
| September - ongoing | Music Theory/Performance Development-Scales | Perform scales in all 15 keys, major, minor and chromatic scales. Play patterns: even note values and region/all state. | 1.1, 1.2, 1.3, 1.4, 2.5, 4.3 | Sectional and solo performances. |

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| September - ongoing | Music Theory/Performance Development-Dynamics, Tempo Markings, Time Signatures | Read and perform Dynamics-pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo; Tempo Markings-Largo, Adagio, Andante, Moderato, 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-2/4, 3/4, 4/4, 5/4, 2/2, 6/8, 7/8, 9/8, 12/8 as found in repertoire. Follow conducting patterns. | 1.1, 1.2, 1.3, 1.4, 2.5, 4.3, 7.1 | Ensemble demonstration, discussion, and performance, sectional performances and cohesiveness. |
| September - ongoing | Music Theory/Performance Development-Articulations and Rhythms | Read and perform accents, slurs, 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, 2.5, 4.3 | 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. Identification of Title, Composer, Key Signature, Time Signature and Tempo. | 1.1, 1.2, 1.3, 1.4, 1.5, 6.6 | Class discussion and performance. Recording, student listening and critique. |
| September - ongoing | Sectional Work and Ensemble | Identify elements of balance, tone, timbre, rhythmic precision, interpretation, style, phrasing. | 1.1, 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, proper dress, set-up, tuning, posture, stage presence, performing for an audience. | 1.1, 1.2, 1.3, 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: March, Overture, Theme and Variations, Medley, Ballad, Canon and Round, Concerto, Program Music, Etude, Suite | 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: Renaissance, Baroque, Classical, Romantic, Contemporary, Folk Music, Film Score, Broadway Musical, Jazz. | 1.1, 1.2, 1.3, 1.4, 1.5, 6.3, 6.6 | Describe compositional style and perform with appropriate stylistic characteristics utilizing historically-based technical and expressive elements. |
| September - ongoing | Composers | Holst, Vaughan Williams, Graninger, Sousa, Jacob, Ives, Grundman, Persichetti, Melillo, Ticheli, Reineke, Hazo, Saucedo, Smith, Grundman, as found in repertoire under study. | 1.1, 1.3, 1.4, 1.5, 6.3, 6.6 | 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, 2.5, 9.1, 9.2 | In-class and public concerts and recitals. Final Exam performance. |

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