

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessment
September	Instrument Care	Student will demonstrate assembly, maintenance.	1.2	Teacher Evaluation.
September and ongoing	Ensemble Technique	Perform within an ensemble with note and pitch accuracy, rhythmic integrity, phrasing, blend, balance, and intonation.	1.1, 1.2, 1.3	TLW self critique all aspects of musical performance in large and small group settings.
		Understand and demonstrate accepted rehearsal and performance decorum.	1.1, 1.2, 1.3	TLW through Question and Answer evaluate proper performance standards.
September and ongoing	Tone Production	Demonstrate a basic and characteristic tone on an instrument.	1.1, 1.2, 1.3	Tone should be full and resonant with some reverberation in the acoustic of the room
		Apply the concept of centered pitch to further advance characteristic tone and intonation.	1.1, 1.2, 1.3	Using a tuner, student will adjust air and embouchure to achieve a centered pitch.
		Demonstrate proper formation of embouchure, tongue placement, and oral cavity.	1.2	Mouthpiece will be centered, muscles will be firm, tongue will hit top teeth or tip of reed, teeth will not be clamped. Percussion grip will demonstrate proper fulcrum and finger placement on sticks.
September and ongoing	Technique	Perform the Major scales of C, F, Bb, Eb, Ab, G, and D in the articulated pattern of 1/4 and 1/8 th notes ascending and descending. Two octaves where applicable.	1.2	Fingers should be centered over woodwind tone holes or keys, brass in center of valve buttons. Fingers should not lift any higher than the limit of the key or valve. Trombone should use three finger technique and smooth wrist action.
		Perform the Bb concert chromatic scale of one octave in slurred 1/8 th notes.	1.2	Same as above.
		Demonstrate the ability to coordinate the elements of fingering, breath support, and articulation in appropriate literature.	1.2	Using excerpts form performance literature, TLW, with teacher guidance self evaluate accuracy level. Teacher evaluation.
		Perform rudiments 5 - 15 of the Percussive Arts Society as prescribed by NJMEA. (Percussion only)	1.2	Using excerpts form performance literature, TLW, with teacher guidance self evaluate accuracy level. Teacher evaluation.

September and ongoing	Expression	Interpret and demonstrate tempo, articulation, and dynamic markings from the printed page through understanding of music nomenclature.	1.1, 1.2, 1.3	Using excerpts form performance literature, TLW, with teacher guidance self evaluate accuracy level. Teacher evaluation.
		Demonstrate independence in the interpretation of musical lines and phrases.	1.1, 1.2, 1.3	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
		Demonstrate the ability to identify and perform the elements of harmonic motion and relaxation, modulation, consonance and dissonance at the appropriate musical level.	1.2	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
September and ongoing	Rhythm	Demonstrate knowledge of basic and complex time signatures of 4/4, 3/4, 2/4, Alla Breve (cut time) and 6/8	1.2	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
		Demonstrate knowledge of note and rest values from whole notes through sixteenth notes.	1.2	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
		Perform rhythmic patterns in common combinations through sixteenth notes and rests including dotted and syncopated rhythms.	1.2	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
September and ongoing	Sight Reading	Synthesize and apply all of the objectives listed within the wind and percussion curriculum instantaneously from the written page at one grade level below performance level.	1.2, 1.2, 1.3	TLW Self Critique as well as Teacher evaluation of individual and ensemble performances.
September and ongoing	Critical Thinking and Analysis	Demonstrate the ability to critically analyze music based upon form, style, and historical perspective.	1.1, 1.2, 1.3, 1.4, 1.5	TLW evaluate taped rehearsals and performances. Teacher evaluation of individual and ensemble performances.
September and ongoing		Develop the ability to evaluate the quality of performance.	1.1, 1.2, 1.3, 1.4, 1.5	TLW evaluate taped rehearsals and performances. Teacher evaluation of individual and ensemble performances.
September and ongoing	History and Culture	Students will perform music of various styles, historical periods and cultures.	1.1, 1.2, 1.3, 1.4, 1.5	TLW identify music from the Baroque, Renaissance, Classical, Romantic , and Modern periods as well as Broadway, Jazz and Pop styles. Written test.