



Content Area: Fine Arts

Course Title: Band 3 (Career Credit) (Also Band 4 for 2019-2020 school year only)

Grade Level: 11 & 12 ('19-'20 Only), 11 (All Other Years)

<p>Unit Plan 1 Arts, A/V Tech & Communications Cluster/ Pitch (Performing Arts Pathway)</p>	<p>Pacing Guide 35 days (A/V Tech Cluster Online)/ 30 Days (PA Pathway)</p>
<p>Unit Plan 2 A/V Technology & Film/ Rhythm (Performing Arts Pathway)</p>	<p>Pacing Guide 35 Days (Career Pathway Online)/ 30 Days (PA Pathway)</p>
<p>Unit Plan 3 Journalism & Broadcasting/ Dynamics and Form (Performing Arts Pathway)</p>	<p>Pacing Guide 35 Days (Career Pathway Online)/ 30 Days (PA Pathway)</p>
<p>Unit Plan 4 Printing Technology/ Texture and Timbre (Performing Arts Pathway)</p>	<p>Pacing Guide 35 Days (Career Pathway Online)/ 30 Days (PA Pathway)</p>
<p>Unit Plan 5 Visual Arts/ Style (Performing Arts Pathway)</p>	<p>Pacing Guide 35 Days (Career Pathway)/ 30 Days (PA Pathway)</p>
<p>Unit Plan 6 Technical Objectives (Performing Arts Pathway)</p>	<p>Pacing Guide 30 Days (PA Pathway)</p>

Date Created: August 10, 2019

Board Approved on: August 17, 2019

Unit 1 Overview



Content Area: Arts, A/V Tech & Communications Cluster/Performing Arts Pathway - 35 days (A/V Tech Cluster Online)/30 Days (PA Pathway)

Unit Title: Careers Overview/Pitch

Target Course/Grade Level: 11

Unit Summary: Students will discover a broad overview of professions available related to the visual and performing arts professions. They will then learn about the degree or apprenticeship requirements needed to begin those careers in order to enable them to begin planning a future in any profession in which they show interest. Student will be able to play appropriate pitches at all times. Students will tune their instruments using an electronic tuner and will make manual adjustments as needed while playing to remain in tune.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to



interact and collaborate with others.

21st Century Themes:

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.



F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Targets

Content Standards: 9.3.12.AR.1, 9.3.12.AR.2, 9.3.12.AR.3, 9.3.12.AR.4, 9.3.12.AR.5, 9.3.12.12.AR.6 (Cluster)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR.1.2	Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
AR.1.4	Generate a production, media, or other event, and identify the interrelated activities and skill requirements associated with various Career Pathways in this cluster.
AR.2.3	Design a plan for maintaining individual health for work in various Career Pathways within the cluster.



AR.3.1	Demonstrate a warm-up process to prepare the body for various performing arts.
AR.5.2	Generate a comparative document of multiple Arts professions and the requirements in training and life commitments to acquire those careers and match them with your personal interests.
AR.1.6	Determine Apps, software, hardware, or other technical advances that could be useful in Arts professions.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What are professions available to someone who wants a career in the 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p>
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<p>Arts?</p> <ol style="list-style-type: none"> 2. What degree requirements or skills are needed by someone in order to be hired into those professions? 3. How do the various professions of the Arts relate to each other in order to produce an event or concert? 4. What are we listening for? 5. What sounds good? Bad? 6. What is "out of tune?" 7. How do we improve our sound? 8. How do I produce tone on my instrument? 9. How do I manipulate my sound to change it? 10. What standard varieties of sounds can I create on my instrument? 	<ol style="list-style-type: none"> 1. Some of the many careers available under the scope of the Performing Arts, and the extensive variety of skills required to successfully perform well in those professions.. 2. Listening is the essential musical experience (hearing needs to be protected). 3. Listening and thinking critically are essential musical skills. imaginative and creative process. 4. Musicians must be prepared and responsible for assessment and public performance, both during and outside of school hours.
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ol style="list-style-type: none"> 1. The division of the Arts into broad categories of professions that relate to each other in goals or training (ie. Performers, Print Media/Marketing, Journalism/Broadcasting). 2. The degree or apprenticeship path required to pursue certain professions in the Arts. 3. The effect of length of instrument on pitch. 4. Tuning slides, mouthpiece adjustments. 5. Read the electronic tuner and adjust accordingly. 6. Coordinate the sounds of "flat" and "sharp" with the visual provided by the tuner. 7. Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps. 8. Identifying and following key signatures. 9. Recognize major and minor tonalities. 10. Identify scales as being major, minor, chromatic, whole tone, etc. 11. Sing short tonal patterns by ear, both 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Analyze an event and determine what skills and people are needed to accomplish the multitude of tasks required for the event to be successful. 2. Band III Honors and above <ol style="list-style-type: none"> a. Perform all major and minor scales up to and including 2 sharps and 2 flats 1 octave, plus a 1 octave chromatic scale. b. Use an electronic tuning device to properly tune the instrument. c. Identify key signatures by sight. d. Perform all major and minor scales up to and including 3 sharps and 3 flats 1 octave, plus a 1 octave chromatic scale. e. Identify the relationship between relative major and minor keys (having the same key signatures.) f. Identify chromatically altered tones as possible clues to key changes or transitions.



<p>vocally and with the Instrument.</p> <p>12. Improvise ascending and descending pitch patterns as suggested or from aural examples.</p>	<p>g. Identify scale-wise or chord-wise passages when they occur in a melodic line.</p> <p>h. Describe and apply the term “enharmonic”.</p> <p>i. Perform all major and minor scales up to and including 5 sharps and 5 flats 1 octave, plus a 2 octave chromatic scale.</p> <p>j. Identify tonic triads or tetrachords when they appear in melodies or parts.</p> <p>k. Aurally and visually identify major and minor seconds, major and minor thirds, perfect fourths, perfect fifths, and perfect octaves from any note in multiple keys.</p> <p>l. Identify the altered leading tone as an element of the harmonic minor mode.</p> <p>m. Aurally and visually identify pentatonic and whole-tone scales.</p> <p>n. Adjust pitch mechanically or through embouchure changes to improve intonation.</p> <p>3. Band IV Honors</p> <p>a. Perform all major and minor scales 1 octave, plus a 2 octave chromatic scale.</p> <p>b. Demonstrate ability to tune instrument by ear to a sustained tone and recognize deviations in pitch.</p> <p>c. Differentiate between triads or seventh chords in terms of harmonic tension or quality.</p>
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<p>Evidence of Learning</p>
<p>Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).</p>



Summative Assessments: Creation of an event that highlights multiple pathways, a comparative document of Arts careers and their lifestyle/learning gateway requirements. Participation in performances and events at varied times and locations.

Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Postural data is modified for students in wheelchairs or with spinal or postural disorders (such as scoliosis), in consultation with parents and physicians as needed, in order to develop an appropriate posture for that student’s needs. The student will then be assessed according to a separate rubric developed according to that standard. Similar processes are followed for respiratory or phonation disorders.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class’s performance and then students’ recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions



- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 2 Overview

Content Area: A/V Technology & Film/Performing Arts Pathway - 35 days (A/V Tech Cluster Online)/30 Days (PA Pathway)

Unit Title: Concert Production and Video/Rhythm

Target Course/Grade Level: 11

Unit Summary: Students in this group will aid in the live production of a concert event by working sound, light, or video equipment. They will receive “hands on” experience regarding the numerous support careers that are essential in the day-to-day life of any performer. Students will perform various rhythms in various meters. The students will be able to differentiate between slurs and ties. The students will be able to describe the function of the tie in increasing the duration of a sound.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer’s lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the



mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Themes:

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

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Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

Career Ready Practices



- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.
- B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
- C. Design: The design process is a systematic approach to solving problems.



D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
 E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Targets

Content Standards: 9.3.12/AR-AV.1, 9.3.12/AR-AV.2, 9.3.12/AR-AV.3, 9.3.12/AR-AV.4 (A/V Technology & Film Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-AV 1.1	Describe how changing technology is impacting the audio/video and film industries.
AR-AV 2.6	Demonstrate operation of video cameras and switchers.
AR-AV 2.1	Identify microphones used for audio/video productions, music, and theater.
AR-AV 4.3	Demonstrate, using software, how to edit a video.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.



AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What impact has the invention of audio and video technology had on the performance of music? 2. How do you set-up and successfully record an audio or video of a performing ensemble? 3. After acquiring the raw video, what can be done to enhance the quality of the audio or video recording? 4. What are we listening for? 5. How do we integrate fundamentals into our rehearsals and performances? What is rhythm and meter? 6. How is rhythm static (unchanging)? 7. In what way is it flexible/fluid? 8. How is meter flexible? 9. How can it change and still convey the same message? 10. What is the pulse? 11. What is its source? 12. Where do I find it? 13. How do I follow a conductor? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The successful recording of a performance in audio or video is itself an intricate artform. 2. A number of different professions must work together to successfully produce a quality production (sound, lights, finance, etc). 3. listening is the essential musical experience (hearing needs to be protected). 4. Listening and thinking critically are essential musical skills. 5. The development of rhythmic skills comprises one of the basic components necessary for the learning and performance of music.
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ol style="list-style-type: none"> 1. The basics of how microphones 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Set-up and record a live performance in audio or video.



<ul style="list-style-type: none"> capture sound and various types of microphones. 2. Where to find inexpensive, or free, software online for sound or video editing and the basics how to use that software. 3. The effect of length of instrument on pitch. Tuning slides, mouthpiece adjustments. 4. Read the electronic tuner and adjust accordingly. 5. Coordinate the sounds of “flat” and “sharp” with the visual provided by the tuner 6. Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps. 7. Key signatures 8. Recognize major and minor tonalities. 9. Identify scales as being major, minor, chromatic, whole tone, etc. 10. Sing short tonal patterns by ear, both vocally and with the instrument. 11. Improvise ascending and descending pitch patterns as suggested or from aural examples. 	<ul style="list-style-type: none"> 2. Use editing software, available online for free, to edit and improve raw audio or video material. 3. <i>The student will be able to identify and describe the most common values of notes found in basic meters such as 4/4, cut time, 3/4, 2/4, and 6/8.</i> 4. Band III Honors – All Level II rhythms, plus a variety of standardized rhythmic patterns. 5. Band III Honors and above - The student will be able to identify the meter of a composition by ear. 6. Band IV Honors– All Level III rhythms, plus mixed meters, complex meter changes, hemiolas, etc. The student will be able to performs subdivisions ranging from 3-8 subdivisions of one pulse in all meters studied.
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Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).
Suggested Summative Assessments: Students submit an audio or video recording that they have designed, planned, recorded, and edited, along with a description of the process and challenges for which they had to problematize a solution. Participation in performances and events at varied times and locations.
Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for



each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an “as needed” basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class’s performance and then students’ recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
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Gifted and Talented

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:



- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 3 Overview

Content Area: Journalism & Broadcasting Pathway/Performing Arts Pathway - 35 days (A/V Tech Cluster Online)/30 Days (PA Pathway)

Unit Title: Event promotion and critique/Dynamics and Form

Target Course/Grade Level: 11

Unit Summary: Every successful performer must be able to self-promote and market their talents, and the students will learn to do so both in print and social media. A performer must be able to critically assess their performances and the performances of others and do so in a way that is articulate and respectful to the other artists. Student will demonstrate various dynamic levels and demonstrate knowledge of how the music is assembled (form). The student will be able to recognize a musical phrase as a formal component. The student will be able to identify themes used to generate whole compositions. The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno. The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and dogfight. The student will be able to trace themes or motifs as they recur in a piece.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every



unit.

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21st Century Themes:

Standard 9.1

- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.



- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

- A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.
- B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.
- C. Design: The design process is a systematic approach to solving problems.
- D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.
- E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.



Learning Targets

Content Standards: 9.3.12.AR-JB.1, 9.3.12.AR-JB.2, 9.3.12.AR-JB.3 (Journalism & Broadcasting Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-JB 1.2	Describe the differences among media, including newspaper, magazine, electronic news, television, radio, web, and mobile devices; and how these media can be used to advertise or promote a musical event or program.
AR-JB 1.5	Describe issues related to libel and slander.
AR-JB 2.3	Write a print news story to meet a deadline using organized research and note-taking skills to capture precise language of sources for direct quotations, transitions, and proofreading and copy-editing skills.
AR-JB 3.5	Develop a production promotion involving several activities discussed.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it



	encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. In what ways can you use different media outlets to advertise an upcoming event? 2. What is an appropriate way to write a critique that both conveys your opinion, but is articulate and fair to the performers? 3. What are we listening for? 4. What are music fundamentals? 5. How do we integrate fundamentals into our rehearsals and performances? 6. How are fundamentals applied to performance? 7. How much practice time is expected at various levels of instruction? 8. What specific skills are needed at each level? 9. What is the student's musical role? 10. How is that role determined? 11. When is my part "featured" and when is my part included in the whole? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The manner in which a performance is portrayed in the media (both in pre-advertising and critique) can shape its overall success. 2. Developing your skills in marketing yourself as an artist can be as important as your ability to create Art. 3. Listening is the essential musical experience (hearing needs to be protected). 4. Listening and thinking critically are essential musical skills.. 5. Music fundamentals (... dynamics, form, phrasing, etc) are important to the study and performance of music. 6. Knowing how your part fits into the whole is an important life skill.
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ol style="list-style-type: none"> 1. General guidelines for composing a critique, press release, or concert blurb to submit for publication to a media outlet. 2. Ways in which to use modern media (podcasts, facebook business, etc) as outlets for content distribution. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Describe ways in which they can use media to advertise an event. 2. Organize their opinion of a performance into a coherent, articulate, and respectful critique. 3. Band III Honors and above <ol style="list-style-type: none"> a. The student will be able to suggest ways in which



3. Range of dynamics from pp to ff.
4. Change in dynamics – crescendo, decrescendo, diminuendo, etc.
5. Sudden dynamics – subito, sfz, etc.
6. Call and response, sonata allegro, ABA, binary, strophic, stretto, etc.
7. Melodic analysis (micro)
8. Analysis of a movement of a piece or a single phrase.
9. Melodic analysis (macro)
10. Analysis of a complete piece.
11. Cadences, repeat signs, da capo.

ensemble balance may be improved.

- b. The student will be able to differentiate among various larger forms of music, e.g., suite, concerto, symphony, in terms of the musical forces required and multiple movements.
- c. The student will be able to aurally and visually detect imitation as the basis for a composition.
- d. The student will be able to aurally and visually identify AB, ABA, Fugue, Canon, and Rondo forms.
- e. The student will be able to associate musical forms with historical periods, e.g., Fugue with Baroque.
- f. The student will be able to identify ensemble imbalance and the cause of imbalance.
- g. The student will be able to detect through aural analysis of a piece when and where musical climaxes should occur.
- h. The student will be able to aurally and visually analyze pieces written in binary and ternary song form.
- i. The student will be able to describe how dynamic changes are utilized to emphasize form in music.
- j. The student will be able to detect devices used to unify to give variety to a composition in terms of any component.

4. Band IV Honors

- a. The student will be able to differentiate among the dynamic levels found in basic band and orchestral literature, defining such terms as solo, tutti, ripieno, as they pertain to dynamics.



	<p>b. The student will be able to perform a variety of music demonstrating sensitivity to the interaction of dynamics and other components and dimensions of music.</p>
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Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).

Suggested Summative Assessments: Submission of written critique (positive and negative), as well as media blurbs, press release, and advertising material. Participation in performances and events at varied times and locations.

Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an “as needed” basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
4. Record and critique the class’s performance and then students’ recommend corrections.
5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

1. Using varied repertoire of several styles to highlight the same musical idea.
2. Introduce student improvisation using a musical concept in a piece or warm-up.
3. Utilize both classroom and online learning environments to share media.



Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Unit 4 Overview

Content Area: Printing Technology/Performing Arts Pathways - 35 days (A/V Tech Cluster Online)/30 Days (PA Pathway)

Unit Title: Concert Program and Printed Advertising/Texture and Timbre

Target Course/Grade Level: 11

Unit Summary: During this unit the assigned group will learn how to develop a program for an upcoming performance event. Student will demonstrate knowledge and performance of a variety of textures and will produce a consistent and acceptable tone quality (timbre). The



student will be able to recognize a musical phrase as a formal component. The student will be able to identify themes used to generate whole compositions. The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno. The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and dogfight. The student will be able to trace themes or motives as they recur in a piece.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

21st Century Themes:

Standard 9.1



- Personal Financial Literacy- B. Becoming a Critical Consumer

Standard 9.2

- Career Awareness, Exploration and Preparation

Standard 9.3

Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications, Business Management and Administration, Education and Training, Government & Public Administration, Health Science, Hospitality & Tourism, Human Services, Marketing, Science, Technology, Engineering & Mathematics and, Transportation, Distribution & Logistics.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.



8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

C. Design: The design process is a systematic approach to solving problems.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Learning Targets

Content Standards:9.3.12.AR-PRT.2 (Printing Technology), 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-PRT 1.1	Identify customer requirements, timelines and budget in a given situation
AR-PRT 1.2	Communicate with customer to provide updates in schedule and product status
AR-PRT 2.1	Identify the processes involved in building the document.
AR-PRT 3.4	Update customer files to include file submission, proof approvals, and production processes.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.



AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What are the components of a concert program, and how do I go about acquiring each of those components? 2. Who is responsible for each piece of information in the program, and what deadlines should they be given for submission? 3. How do we integrate fundamentals into our rehearsals and performances? 4. What is the student's musical role? How is that role determined? 5. What are we listening for? 6. How do I produce a tone on my instrument? 7. How do I manipulate my sound to change it? 8. What standard varieties of sounds can 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. There are many deadlines associated with any printed programs needed for a concert event. 2. Development of a concert program is complex and time consuming. 3. Listening is the essential musical experience (hearing needs to be protected). 4. Listening and thinking critically are essential musical skills. 5. Musical fundamentals and elements are important to the study and performance of music. 6. Music creation/performance is an artistic process that can take many forms. 7. Knowing how your part fits into the
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<p>I create on my instrument?</p>	<p>whole is an important life skill.</p>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ol style="list-style-type: none"> 1. Who needs to be acknowledged in the program in association with a song in order to adhere with copyright law. 2. The correct way in which to present other needed data in a program. 3. Air/wind concepts. 4. Supported sound. 5. Sound generation of woodwinds, brass, percussion and strings. 6. Overtones/Overtone Series. 7. Methods of altering tone quality without distortion. 8. Mutes, playing into the stand and echo chambers. 9. Mono, duo, poly – phonics. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Plan, design, and construct a successful program for a concert or event. 2. Band III Honors and above - <ol style="list-style-type: none"> a. The student will be able to aurally and visually identify all instruments of the band or orchestra by family, including distinctions such as a single or double reed, pitched and non-pitched percussions. b. The student will be able to aurally identify changes in timbre that are the result of changes in instrumentation. c. The student will be able to discriminate between the tone colors native to the respective choirs of the band and orchestra. d. The student will be able to analyze and describe the impact of the addition of an instrument or instruments to a given texture. e. The student will be able to adjust individual tone quality to the size and tone color of the ensemble. (Blend) f. The student will be able to identify textural devices, e.g., pedal tone, chord clusters, imitations. g. The student will be able to demonstrate the ability to control and utilize timbre for expressive purposes. 3. Band IV Honors- <ol style="list-style-type: none"> a. The student will be able to develop tone color which blends with other instruments and sections of the ensemble. b. The student will be able to discuss the textural quality of a



	<p>piece in terms of the number and range of parts and voices. The student will be able to identify combinations of instruments appropriate to create a mood, and event, or an idea.</p>
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Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).

Suggested Summative Assessments: Submission of a final concert program for an event. Participation in performances and events at varied times and locations.

Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an “as needed” basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

- Some Options for Differentiation in Process include:
1. Listen to the piece of music being performed while following along with the notation.
 2. Sight-read the music without hearing it in advance and without expectations on the sound.
 3. Listen to different performances of the work online and compare interpretations.
 4. Record and critique the class’s performance and then students’ recommend corrections.
 5. Analyze the music harmonically, rhythmically, or in search of technical difficulty.
- Some Options for Differentiation in Content include:
1. Using varied repertoire of several styles to highlight the same musical idea.
 2. Introduce student improvisation using a musical concept in a piece or warm-up.
 3. Utilize both classroom and online learning environments to share media.



Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 5 Overview

Content Area: Visual Arts/Performing Arts Pathways - 35 days (A/V Tech Cluster Online)/ 30 Days (PA Pathway)



Unit Title: Visual Design Marketing/ English, History, & Science Cross-Curricular

Target Course/Grade Level: 11

Unit Summary: Students will learn how to design a logo or for an upcoming event that will help attract an audience or generate interest. They will also assist the other groups in production of visuals for the concert program. Students will learn the influence of historical perspective upon the performance of music, the anatomy of singing as well a basic understanding of acoustics and overtones, and analysis of poetry and lyrics for the music.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their voice produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.
 8.1.C- Educational Technology: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards:9.3.12.AR-VIS.2, 9.3.12.AR-VIS.3 (Visual Arts Pathway)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR-VIS 1.2	Apply design knowledge, skills, processes, theories and presentation skills to communicate ideas.
AR-VIS 2.3	Compare how commercial art is similar/different from "fine" art.
AR-VIS 3.1	Demonstrate design principles in developing a project such as a brochure, logo, label, textile design, or other branding project.
AR-VIS 3.2	Produce a variety of digital images using computer software.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the



	medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What image or images best represents this ensemble or event, and what is the best medium to create and distribute that image? 2. What tools are available for me to create images? 3. How does the life and/or the cultural and historical environment of the composer influence the way in which the music is performed? 4. What basic anatomy relates to the process of singing? What is the correct function of the anatomy for healthy singing? 5. What lyrics did the composer choose to set the music to? How does 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. The visual arts can provide an indelible impression that goes beyond words, and should be used as part of any promotional material. 2. The cultural context in which music was composed influences how a piece is performed. 3. The synergy of respiratory, phonation, and resonance anatomy to improve performance and promote healthy singing. 4. Lyrics must be analyzed to allow for the correct interpretation of music.
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<p>interpretation of the words influence the performance of the piece? What is the “meaning” (text and subtext) of the piece?</p>	
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. How to use the internet to create and order T-Shirts, and/or other materials for the ensemble. 2. Appropriate usage of images from internet in publicly distributed materials so as to avoid plagiarism. 3. The names, locations, and general function of the anatomy used for healthy singing. 4. The names of composers and they period and style of music most closely associated with their compositions. 5. Methods to approach musical text to allow for artistic interpretation. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Design basic logos and pictures to use for T-shirts, program covers, and other promotional materials. 2. Integrate images into a program design to create a unified, artistic presentation. 3. Identify the anatomy of singing and use that knowledge to produce healthy tone. 4. Discuss the composer of the music and place the music into a historical context. 5. Analyze the lyrics of music and use that analysis to create an artistic performance.

<p>Evidence of Learning</p>
<p>Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).</p>
<p>Suggested Summative Assessments: Design of visual materials that support the other groups, such as cover image for the program being developed by the Printing Technology group or a T-Shirt logo to use for promotion of an event or ensemble. Participation in performances and events at varied times and locations.</p>



Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to assignments will be made on an “as needed” basis to account for students learning needs. Goal based rubrics of the performance assessments will be adjusted, where needed, to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

Suggested Differentiation: Differentiation in the Performance ensemble is offered on the content and process levels with the goal of creating an artistic musical product of high aesthetic value.

Some Options for Differentiation in Process include:

6. Listen to the piece of music being performed while following along with the notation.
7. Sight-read the music without hearing it in advance and without expectations on the sound.
8. Listen to different performances of the work online and compare interpretations.
9. Record and critique the class’s performance and then students’ recommend corrections.
10. Analyze the music harmonically, rhythmically, or in search of technical difficulty.

Some Options for Differentiation in Content include:

4. Using varied repertoire of several styles to highlight the same musical idea.
5. Introduce student improvisation using a musical concept in a piece or warm-up.
6. Utilize both classroom and online learning environments to share media.

Modifications: Adjustments will be made in accordance with IEP and 504 Plans.

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look u the definition and hear the pronunciation of unknown words

Special Education



- Utilize organizers to help increase comprehension
- Assign peer tutor
- Provide clear and specific instructions
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Students will be made managers of project groups
- Extension Activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Tiered Activities

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping
- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

Teacher Notes:

Unit 6 Overview

Content Area: Fine Arts - Instrumental Music - Pacing Guide
30 Days (PA Pathway)

Unit Title: Unit #6 - Career Reflection/Technical Objectives



Target Course/Grade Level: 9-12

Unit Summary:

Students will reflect on the careers they have experienced and evaluate each career according to their personal interests. Student will be able to perform a variety of musical techniques while maintaining their instrument and measuring their personal and ensemble successes. The student will demonstrate appropriate marching band skills - various formations, the ability to march in time and other corps-style commands. Percussionists will prepare rudiments appropriate to the music being prepared.

Primary Interdisciplinary Connections: Throughout the music learning students will learn the history of the composer's lives, as well as the culture and society in which they lived. Students learn the science behind the nature of sound and how their instrument produces sound so that they can maximize the beauty of their own tone production. They will study the mathematical underpinnings and fractional relationships between note durations in music notation, as well as develop an understanding of music terminology for tempo and dynamics in Italian and occasionally German. The aesthetic study of music also is embedded in the general humanities and helps strengthen character education and civic connectivity. This process is revisited with each new piece of music and is approached multiple times in every unit.

ELA Reading and Writing Standards:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.



21st Century Themes: 21st Century Life and Careers Career Clusters (Arts)
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.
 CRP4. Communicate clearly and effectively and with reason.
 CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP9. Model integrity, ethical leadership and effective management.
 CRP10. Plan education and career paths aligned to personal goals.
 CRP11. Use technology to enhance productivity.
 CRP12. Work productively in teams while using cultural global competence.
 8.1.C- Educational Technology: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learning Targets

Content Standards: 9.3.12.AR.1, 9.3.12.AR.2, 9.3.12.AR.3, 9.3.12.AR.4, 9.3.12.AR.5, 9.3.12.12.AR.6 (Cluster)- 9.3.12.AR-PRF.1, 9.3.12.AR-PRF.2, 9.3.12.AR-PRF.3, 9.3.12.AR-PRF.4, 9.3.12.AR-PRF.5 (Performing Arts Pathway).

CPI #	Cumulative Progress Indicator (CPI)
AR.1.2	Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
AR.1.4	Generate a production, media, or other event, and identify the interrelated activities and skill requirements associated with various Career Pathways in this cluster.
AR.2.3	Design a plan for maintaining individual health for work in various Career Pathways within the cluster.
AR.3.1	Demonstrate a warm-up process to prepare the body for various performing arts.
AR.5.2	Generate a comparative document of multiple Arts professions and the requirements in training and life commitments to acquire those careers and



	match them with your personal interests.
AR.1.6	Determine Apps, software, hardware, or other technical advances that could be useful in Arts professions.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform both alone and with others' music notational symbols. 2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music. 3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.
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AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What careers that I experienced did I find most interesting? 2. Are there skills that I lack that I should be trying to develop to advance in a career that I might wish to pursue? 3. How do I attain those skills? 4. What are we listening for? 5. What sounds good? Bad? 6. How do we define and measure success? 7. How do we critique ourselves in order to improve? 8. How do I maintain my instrument? Long term? Short term? 9. What is proper decorum as a performer? As an audience member? 10. Where can I find out information on performances? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. There are many careers in the Arts and they require people with skills in every field including finance, marketing, design, and engineering. 2. Listening is the essential musical experience (hearing needs to be protected). 3. Listening and thinking critically are essential musical skills. 4. Music fundamentals (scales, arpeggios, articulation studies, rudiments, etc) are important to the study and performance of music. 5. Commitment to a group or activity is critical to success. 6. Performances are showcases for what was rehearsed. 7. Success can be measured in many ways. 8. Maintenance of your body and/or instrument is important to success in life/music.
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	<p>9. Performance etiquette and demeanor as a performer and as an audience member are important to successful music making.</p>
<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ol style="list-style-type: none"> 1. How to speak about careers in the Arts in an intelligent and informed manner. 2. Scales, articulations, dynamics and other musical elements combine in this arena. 3. Individual practice concepts. 4. Importance of instrument care and upkeep. 5. Importance of posted schedules. 6. Coordination of schedules. 7. Planning excused absences. 8. Proper stage decorum and protocol.. 9. Proper football game decorum and protocol. 10. Appropriate audience etiquette. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Discuss careers in the Arts and make rational decisions regarding college and career choices in Arts-related professions. 2. Scales differentiated. Major scale begins on the tonic note and goes up starting on a quarter note followed by 6 eighth notes and a quarter, then descends using the identical rhythm. Chromatic scale is all sixteenth notes, slurred, ascending and descending. 3. Band III Honors and above– <ol style="list-style-type: none"> a. All scales up to and including 2 sharps and 2 flats 1 octave, plus a 1 octave chromatic scale. b. The student will be able to represent the band in a positive manner at all concert and marching performances. c. The student will demonstrate their cumulative knowledge of concepts learned through required performances, which are mostly scheduled outside of school hours. It is understood that there will be required rehearsals held prior to these performances, which also may occur outside of school hours. d. All Scales up to and including 3 sharps and 3 flats 1 octave, plus a 1 octave chromatic scale. e. The student will be able to perform phrases with musical shaping in the context of the total section, movement or piece.



- f. The student will be able to define all tempo, dynamic, and other expressive markings encountered in scores being studied.
- g. The student will be able to follow individual part while listening with a full score in hand.
- h. All Scales up to and including 5 sharps and 5 flats 1 octave, plus a 2 octave chromatic scale.
- i. –Percussionists will be able to perform controlled tympani or mallet roll, snare drum rudiments and other rudiments from the PAS.
- j. The student will be able to compare the stylistic interpretations of several recordings and performance of the same work in terms of the authenticity of style.
- k. The student will be able to perform in a variety of large and small ensembles to experience a broad range of instrumental roles and ensemble timbres.
- l. The student will be able to describe the musical characteristics of each historical period in terms of the important use of media, i.e., instruments voices, tapes, synthesizers, etc.

4. Band IV Honors –

- a. All Major Scales 1 octave, plus a 2 octave chromatic scale.
- b. The student will be able to describe those factors that enter into determining performance practices for a given historical period, e.g., articulation, dynamics, durational values, tone



	<p>quality, instrumentation, texture, balance, tempo, and ornamentation.</p> <p>c. The student will be able to sight read passages involving as many as 4 sharps and 4 flats, major or minor passages without key signatures, and passages which include multiple chromatic alterations, dotted rhythms, syncopation, triplet figures, and irregular meters.</p>
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Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).

Suggested Summative Assessments: Creation of an event that highlights multiple pathways, a comparative document of Arts careers and their lifestyle/learning gateway requirements. Participation in performances and events at varied times and locations.

Benchmark Assessments: Career projects will be assigned a “project calendar” through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

