



Content Area: Instrumental Music

Course Title: Band I-II, III-IV Honors

Grade Level: 9 - 12

Unit Plan 1 Pitch	Pacing Guide 30 Days
Unit Plan 2 Rhythm	Pacing Guide 30 Days
Unit Plan 3 Dynamics and Form	Pacing Guide 30 Days
Unit Plan 4 Texture and Timbre	Pacing Guide 30 Days
Unit Plan 5 Style	Pacing Guide 30 Days
Unit Plan 6 Technical Objectives	Pacing Guide 30 Days

Date Created: January 16, 2018

Board Approved on: August 17, 2019



Unit Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #1 - Pitch - 30 days

Target Course/Grade Level: 9-12

Unit Summary: Students 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: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).

CPI #	Cumulative Progress Indicator (CPI)
Cr1.1	Generate and conceptualize artistic ideas and work: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Cr2.1	Organize and develop artistic ideas and work: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Cr3.1	Refine and complete artistic work: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Cr3.2	Refine and complete artistic work: Musicians' presentation of creative work is the culmination of a process of creation and communication.
Pr4.1	Select, analyze, and interpret artistic work for presentation: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.



<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are we listening for? • What sounds good? Bad? • What is “out of tune?” • How do we improve our sound? • How do I produce tone on my instrument? • How do I manipulate my sound to change it? • What standard varieties of sounds can I create on my instrument? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Listening is the essential musical experience (hearing needs to be protected). • Listening and thinking critically are essential musical skills. imaginative and creative process. • 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> <ul style="list-style-type: none"> • The effect of length of instrument on pitch. • Tuning slides, mouthpiece adjustments. • Read the electronic tuner and adjust accordingly. • Coordinate the sounds of “flat” and “sharp” with the visual provided by the tuner. • Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps. • Identifying and following key signatures. • Recognize major and minor tonalities. • Identify scales as being major, minor, chromatic, whole tone, etc. • Sing short tonal patterns by ear, both vocally and with the Instrument. • Improvise ascending and descending pitch patterns as suggested or from aural examples. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Band I and above <ul style="list-style-type: none"> ○ Perform all major and minor scales up to and including 2 sharps and 2 flats 1 octave, plus a 1 octave chromatic scale. ○ Use an electronic tuning device to properly tune the instrument. ○ Identify key signatures by sight. • Band II and above <ul style="list-style-type: none"> ○ Perform all major and minor scales up to and including 3 sharps and 3 flats 1 octave, plus a 1 octave chromatic scale. ○ Identify the relationship between relative major and minor keys (having the same key signatures.) ○ Identify chromatically altered tones as possible clues to key changes or transitions. ○ Identify scale-wise or chord-wise passages when they occur in a melodic line. ○ Describe and apply the term



	<p>“enharmonic”.</p> <ul style="list-style-type: none"> ● Band III Honors and above <ul style="list-style-type: none"> ○ Perform all major and minor scales up to and including 5 sharps and 5 flats 1 octave, plus a 2 octave chromatic scale. ○ Identify tonic triads or tetrachords when they appear in melodies or parts. ○ 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. ○ Identify the altered leading tone as an element of the harmonic minor mode. ○ Aurally and visually identify pentatonic and whole-tone scales. ○ Adjust pitch mechanically or through embouchure changes to improve intonation. ● Band IV Honors <ul style="list-style-type: none"> ○ Perform all major and minor scales 1 octave, plus a 2 octave chromatic scale. ○ Demonstrate ability to tune instrument by ear to a sustained tone and recognize deviations in pitch. ○ Differentiate between triads or seventh chords in terms of harmonic tension or quality.
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Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.



Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #2 - Rhythm - 30 days

Target Course/Grade Level: 9-12

Unit Summary:

- 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

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: Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).

CPI #	Cumulative Progress Indicator (CPI)
Pr4.3	Select, analyze, and interpret artistic work for presentation: How do performers interpret musical works?
Pr5.1	Develop and refine artistic techniques and work for presentation: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Pr6.1	Convey meaning through the presentation of artistic work: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response
Re9.1	Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Cn10.1	Synthesize and relate knowledge and personal experiences to make art: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Cn11.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Unit Essential Questions	Unit Enduring Understandings <i>Students will understand that...</i>
<ul style="list-style-type: none"> • What are we listening for? • How do we integrate fundamentals into our rehearsals and performances? What is rhythm and meter? • How is rhythm static (unchanging)? • In what way is it flexible/fluid? • How is meter flexible? • How can it change and still convey the same message? • What is the pulse? • What is its source? • Where do I find it? • How do I follow a conductor? 	<ul style="list-style-type: none"> • Listening is the essential musical experience (hearing needs to be protected). • Listening and thinking critically are essential musical skills. • The development of rhythmic skills comprises one of the basic components necessary for the learning and performance of music.



Unit Objectives

Through class time, rehearsals, and weekly lessons, students will know...

- *The effect of length of instrument on pitch. Tuning slides, mouthpiece adjustments.*
- *Read the electronic tuner and adjust accordingly.*
- *Coordinate the sounds of “flat” and “sharp” with the visual provided by the tuner*
- *Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps.*
- *Key signatures*
- *Recognize major and minor tonalities.*
- *Identify scales as being major, minor, chromatic, whole tone, etc.*
- *Sing short tonal patterns by ear, both vocally and with the instrument.*
- *Improvise ascending and descending pitch patterns as suggested or from aural examples.*

Unit Objectives

Students will be able to...

- **Band I** – *Rhythms (notes and rests) involving Whole notes, half notes, quarter notes, eighth notes, triplet eighth, and sixteenth notes.*
- **Band II** – *All Level I rhythms, plus dotted values.*
- **Band II and above**- *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.*
- **Band III Honors** – *All Level II rhythms, plus a variety of standardized rhythmic patterns.*
- **Band III Honors and above** - *The student will be able to identify the meter of a composition by ear.*
- **Band IV Honors**– *All Level III rhythms, plus mixed meters, complex meter changes, hemiolas, etc.*
- **Band IV Honors**- *The student will be able to performs subdivision ranging from 3-8 subdivisions of one pulse in all meters studied*

Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #3 - Dynamics and Form - 30 days

Target Course/Grade Level: Band/ 9-12

Unit Summary:

- 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.

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

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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: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).



CPI #	Cumulative Progress Indicator (CPI)
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Pr4.1	Select, analyze, and interpret artistic work for presentation: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Pr4.2	Select, analyze, and interpret artistic work for presentation: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance
Pr4.3	Select, analyze, and interpret artistic work for presentation: Performers make interpretive decisions based on their understanding of context and expressive intent.
Pr5.1	Develop and refine artistic techniques and work for presentation: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Pr6.1	Convey meaning through the presentation of artistic work: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Re7.2	Perceive and analyze artistic work: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Re9.1	Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are we listening for? • What are music fundamentals? • How do we integrate fundamentals into our rehearsals and performances? • How are fundamentals applied to performance? • How much practice time is expected at various levels of instruction? • What specific skills are needed at each level? • What is the student's musical role? • How is that role determined? • 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> <ul style="list-style-type: none"> • Listening is the essential musical experience (hearing needs to be protected). • Listening and thinking critically are essential musical skills.. • Music fundamentals (... dynamics, form, phrasing, etc) are important to the study and performance of music. • Knowing how your part fits into the whole is an important life skill.
Unit Objectives	Unit Objectives



Through class time, rehearsals, and weekly lessons, students will know...

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

Students will be able to...

- **Band I and above**
 - The student will be able to suggest ways in which ensemble balance may be improved.
 - 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.
- **Band II and above**
 - The student will be able to aurally and visually detect imitation as the basis for a composition.
 - The student will be able to aurally and visually identify AB, ABA, Fugue, Canon, and Rondo forms.
 - The student will be able to associate musical forms with historical periods, e.g., Fugue with Baroque.
- **Band III Honors and above**
 - The student will be able to identify ensemble imbalance and the cause of imbalance.
 - The student will be able to detect through aural analysis of a piece when and where musical climaxes should occur.
 - The student will be able to aurally and visually analyze pieces written in binary and ternary song form.
 - The student will be able to describe how dynamic changes are utilized to emphasize form in music.
 - The student will be able to detect devices used to unify to give variety to a composition in terms of any component.



	<ul style="list-style-type: none"> ● Band IV Honors <ul style="list-style-type: none"> ○ 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. ○ 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.
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Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 Overview

Content Area: Fine Arts - Instrumental Music



Unit Title: Unit #4 - Texture and Timbre - 30 days

Target Course/Grade Level: 9-12

Unit Summary:

- 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: Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).

CPI #	Cumulative Progress Indicator (CPI)
Cr3.1	Refine and complete artistic work: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Pr4.1	Select, analyze, and interpret artistic work for presentation: Select, analyze, and interpret artistic work for presentation.

Pr6.1	Convey meaning through the presentation of artistic work: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Re7.1	Perceive and analyze artistic work: Individuals' selection of musical works is



	influenced by their interests, experiences, understandings, and purposes.
Re7.2	Perceive and analyze artistic work: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Re8.1	Interpret intent and meaning in artistic work: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do we integrate fundamentals into our rehearsals and performances? • What is the student’s musical role? How is that role determined? • What are we listening for? • How do I produce a tone on my instrument? • How do I manipulate my sound to change it? • What standard varieties of sounds can I create on my instrument? 	<p>Unit Enduring Understandings Students will understand that...</p> <ul style="list-style-type: none"> • Listening is the essential musical experience (hearing needs to be protected). • Listening and thinking critically are essential musical skills. • Musical fundamentals and elements are important to the study and performance of music. • Music creation/performance is an artistic process that can take many forms. • 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> <ul style="list-style-type: none"> • Air/wind concepts. • Supported sound. • Sound generation of woodwinds, brass, percussion and strings. • Overtones/Overtone Series. • Methods of altering tone quality without distortion. • Mutes, playing into the stand and echo chambers. • Mono, duo, poly – phonics. 	<p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> • Band I and above - 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. • Band II and above - The student will be able to aurally identify changes in timbre that are the result of changes in instrumentation. • Band II and above - The student will be able to discriminate between the tone colors native to the respective choirs of the band and orchestra. • Band III Honors and above- The student will be able to analyze and describe the impact of the addition of



	<p>an instrument or instruments to a given texture.</p> <ul style="list-style-type: none"> ● Band III Honors and above- The student will be able to adjust individual tone quality to the size and tone color of the ensemble. (Blend) ● Band III Honors and above - The student will be able to identify textural devices, e.g., pedal tone, chord clusters, imitations. ● Band III Honors and above– The student will be able to demonstrate the ability to control and utilize timbre for expressive purposes. ● Band IV Honors- The student will be able to develop tone color which blends with other instruments and sections of the ensemble. ● Band IV Honors - The student will be able to discuss the textural quality of a piece in terms of the number and range of parts and voices. ● Band IV Honors – The student will be able to identify combinations of instruments appropriate to create a mood, and event, or an idea.
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Evidence of Learning
Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.
Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.
Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.
Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #5 - Style - 30 days

Target Course/Grade Level: 9-12

Unit Summary:

- Students will perform music in a variety of styles.
- The student will be able to visually and aurally identify articulations that are staccato, legato, or slurred.

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: Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).

CPI #	Cumulative Progress Indicator (CPI)
PR4.1	Select, analyze, and interpret artistic work for presentation: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
PR4.2	Select, analyze, and interpret artistic work for presentation: Analyzing



	creators' context and how they manipulate elements of music provides insight into their intent and informs performance
PR4.3	Select, analyze, and interpret artistic work for presentation: Performers make interpretive decisions based on their understanding of context and expressive intent.
PR5.1	Develop and refine artistic techniques and work for presentation: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

PR6.1	Convey meaning through the presentation of artistic work: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
RE7.1	Perceive and analyze artistic work: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes
RE7.2	Perceive and analyze artistic work: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
RE8.1	Interpret intent and meaning in artistic work: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent
RE9.1	Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> • What are we listening for? • How do I manipulate my sound to change it? • What is the student's musical role? • How is that role determined? • What are musical fundamentals? • How do we integrate fundamentals into our rehearsals and performances? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Listening is the essential musical experience (hearing needs to be protected). • Listening and thinking critically are essential musical skills. • Knowing how your part fits into the whole is an important life skill. • Musical fundamentals and elements are important to the study and performance of music.
<p>Unit Objectives <i>Through class time, rehearsals, and weekly</i></p>	<p>Unit Objectives <i>Students will be able to...</i></p>



lessons, students will know...

- Musical performances should contain a variety of styles.
- How to plan a performance
- Marcato, tenuto, slurred, staccato, etc.
- Historical accuracy in performance, jazz/swing, march tempos, styles, other performance practices, etc.
- Concert etiquette

- **Band I and above-** The student will be able to describe common articulation marks and how they affect the length of tones, the connection of tones, and attack and release.
- **Band I and above-** The student will be able to prepare for rehearsing or performing a piece by examining the score to determine how it should be played.
- **Band II and above -** The student will be able to aurally differentiate among trill, tremolo, and vibrato.
- **Band II and above -** The student will be able to differentiate among the styles of instrumental music of respective historical periods in terms of tempo, tone, instrumentation, and dynamics.
- **Band III Honors and above -** The student will be able to compare how particular musical components, e.g., rhythm, dynamics, are used in works representing different historical periods.
- **Band III Honors and above -** The student will be able to identify certain stylistic tendencies in all component categories as being characteristic of a given nationality or historical period.
- **Band IV Honors-** The student will be able to evaluate a performance of a composer's work for stylistic and interpretive authenticity.

Evidence of Learning

Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.

Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.

Benchmark Assessments: Since each student comes into a music classroom with different



abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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 Overview

Content Area: Fine Arts - Instrumental Music

Unit Title: Unit #6 - Technical Objectives - 30 days

Target Course/Grade Level: 9-12

Unit Summary:

- 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:

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: Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).

CPI #	Cumulative Progress Indicator (CPI)
Cr1.1	Generate and conceptualize artistic ideas and work: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
Cr2.1	Organize and develop artistic ideas and work: Musicians' creative choices are influenced by their expertise, context, and expressive intent.
Cr3.1	Refine and complete artistic work: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
Pr4.1	Select, analyze, and interpret artistic work for presentation: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Pr4.2	Select, analyze, and interpret artistic work for presentation: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
Pr4.3	Select, analyze, and interpret artistic work for presentation: Performers make interpretive decisions based on their understanding of context and expressive intent.
Pr5.1	Develop and refine artistic techniques and work for presentation: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Pr6.1	Convey meaning through the presentation of artistic work: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
Re7.1	Perceive and analyze artistic work: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.



Re7.2	Perceive and analyze artistic work: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
Re8.1	Interpret intent and meaning in artistic work: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
Re9.1	Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Cn10.1	Synthesize and relate knowledge and personal experiences to make art: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Cn11.1	Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

<p>Unit <u>Essential Questions</u></p> <ul style="list-style-type: none"> ● What are we listening for? ● What sounds good? Bad? ● How do we define and measure success? ● How do we critique ourselves in order to improve? ● How do I maintain my instrument? Long term? Short term? ● What is proper decorum as a performer? As an audience member? ● Where can I find out information on performances? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills. ● Music fundamentals (scales, arpeggios, articulation studies, rudiments, etc) are important to the study and performance of music. ● Commitment to a group or activity is critical to success. ● Performances are showcases for what was rehearsed. ● Success can be measured in many ways. ● Maintenance of your body and/or instrument is important to success in life/music. ● Performance etiquette and demeanor as a performer and as an audience member are important to successful music making.
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<p>Unit Objectives <i>Through class time, rehearsals, and weekly lessons, students will know...</i></p> <ul style="list-style-type: none"> ● Scales, articulations, dynamics and other musical elements combine in this arena. ● Individual practice concepts. ● Importance of instrument care and upkeep. ● Importance of posted schedules. ● Coordination of schedules. ● Planning excused absences. ● Proper stage decorum and protocol. ● Proper football game decorum and protocol. ● Appropriate audience etiquette. 	<p>Unit Objectives <i>Students will be able to...</i></p> <p><i>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.</i></p> <ul style="list-style-type: none"> ● Band I and above– All scales up to and including 2 sharps and 2 flats 1 octave, plus a 1 octave chromatic scale. ● Band I and above - The student will be able to represent the band in a positive manner at all concert and marching performances. ● Band I and above - 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. ● Band II and above– All Scales up to and including 3 sharps and 3 flats 1 octave, plus a 1 octave chromatic scale. ● Band II and above - The student will be able to perform phrases with musical shaping in the context of the total section, movement or piece. ● Band II and above - The student will be able to define all tempo, dynamic, and other expressive markings encountered in scores being studied. ● Band II and above - The student will be able to follow individual part while listening with a full score in hand. ● Band III Honors and above– All Scales up to and including 5 sharps and 5 flats 1 octave, plus a 2 octave chromatic scale. ● Band III Honors and above –



	<p>Percussionists will be able to perform controlled tympani or mallet roll, snare drum rudiments and other rudiments from the PAS.</p> <ul style="list-style-type: none"> ● Band III Honors and above - 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. ● Band III Honors and above - 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. ● Band III Honors and above - 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. ● Band IV Honors – All Major Scales 1 octave, plus a 2 octave chromatic scale. ● Band IV Honors - 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 quality, instrumentation, texture, balance, tempo, and ornamentation. ● Band IV Honors - 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.
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Evidence of Learning
Formative Assessments: Participation in classroom performance and rehearsal activities.



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 parades, concerts, football games, and other band related activities.

Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmark assessments will be established at regular intervals to accomplish the growth objective.

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted 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: