Content Area: Instrumental Music

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

<table>
<thead>
<tr>
<th>Unit Plan 1</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pitch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Plan 2</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Plan 3</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics and Form</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Plan 4</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture and Timbre</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Plan 5</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit Plan 6</th>
<th>30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Objectives</td>
<td></td>
</tr>
</tbody>
</table>

Date Created: January 16, 2018

Board Approved on: August 21, 2019
# Unit Overview

<table>
<thead>
<tr>
<th>Content Area: Fine Arts - Instrumental Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title: Unit #1 - Pitch - 30 Days</td>
</tr>
<tr>
<td>Target Course/Grade Level: 9-12</td>
</tr>
</tbody>
</table>

**Unit Summary:** 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:** Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

## 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

**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.

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
</table>

http://tinyurl.com/Techspo15CurricDesc 3
<table>
<thead>
<tr>
<th>Cr1.1</th>
<th>Generate and conceptualize artistic ideas and work: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr2.1</td>
<td>Organize and develop artistic ideas and work: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</td>
</tr>
<tr>
<td>Cr3.1</td>
<td>Refine and complete artistic work: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</td>
</tr>
<tr>
<td>Cr3.2</td>
<td>Refine and complete artistic work: Musicians’ presentation of creative work is the culmination of a process of creation and communication.</td>
</tr>
<tr>
<td>Pr4.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Unit Essential Questions**
- 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?

**Unit Enduring Understandings**
*Students will understand that…*
- 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.

**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.

**Unit Objectives**  
*Students will be able to…*
- **Band I and above**
  - 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.
- **Band II and above**
  - Perform all major and minor scales up to and including 3...
● 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.

| 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 “enharmonic”.

● **Band III Honors and above**
  ○ 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**
  ○ 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.

http://tinyurl.com/Techspo15CurricDesc
Differentiate between triads or seventh chords in terms of harmonic tension or quality.

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: Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

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

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).

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr4.3</td>
<td>Select, analyze, and interpret artistic work for presentation: How do performers interpret musical works?</td>
</tr>
<tr>
<td>Pr5.1</td>
<td>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.</td>
</tr>
<tr>
<td>Pr6.1</td>
<td>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.</td>
</tr>
<tr>
<td>Re9.1</td>
<td>Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
</tr>
<tr>
<td>Cn10.1</td>
<td>Synthesize and relate knowledge and personal experiences to make art: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</td>
</tr>
<tr>
<td>Cn11.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Unit Essential Questions**

- 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?

**Unit Enduring Understandings**

*Students will understand that…*

- 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 perform subdivision ranging from 3-8 subdivisions of one pulse in all meters studied.

## 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: Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

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

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).

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr4.1</td>
<td>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.</td>
</tr>
<tr>
<td>Pr4.2</td>
<td>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</td>
</tr>
<tr>
<td>Pr4.3</td>
<td>Select, analyze, and interpret artistic work for presentation: Performers make interpretive decisions based on their understanding of context and expressive intent.</td>
</tr>
</tbody>
</table>

[http://tinyurl.com/Techspo15CurricDesc](http://tinyurl.com/Techspo15CurricDesc) 11
<table>
<thead>
<tr>
<th>Pr5.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pr6.1</td>
<td>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.</td>
</tr>
<tr>
<td>Re7.2</td>
<td>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.</td>
</tr>
<tr>
<td>Re9.1</td>
<td>Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
</tr>
</tbody>
</table>

### Unit Essential Questions
- 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?

### Unit Enduring Understandings
**Students will understand that…**
- 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
**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)

### Unit Objectives
**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
● Analysis of a complete piece.
● Cadences, repeat signs, da capo.

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.

● Band IV Honors
  ○ 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

http://tinyurl.com/Techspo15CurricDesc 13
## Unit Overview

<table>
<thead>
<tr>
<th>Content Area: Fine Arts - Instrumental Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Title: Unit #4 - Texture and Timbre - 30 Days</td>
</tr>
<tr>
<td>Target Course/Grade Level: 9-12</td>
</tr>
</tbody>
</table>

**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:** Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

### 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

### 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).

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cr3.1</td>
<td>Refine and complete artistic work: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</td>
</tr>
<tr>
<td>Pr4.1</td>
<td>Select, analyze, and interpret artistic work for presentation: Select, analyze, and interpret artistic work for presentation.</td>
</tr>
<tr>
<td>Pr6.1</td>
<td>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.</td>
</tr>
<tr>
<td>Re7.1</td>
<td>Perceive and analyze artistic work: Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes.</td>
</tr>
<tr>
<td>Re7.2</td>
<td>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.</td>
</tr>
<tr>
<td>Re8.1</td>
<td>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.</td>
</tr>
</tbody>
</table>

Unit Essential Questions

- 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?

Unit Enduring Understandings

Students will understand that...

- 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.

Unit Objectives

Unit Objectives
<table>
<thead>
<tr>
<th>Through class time, rehearsals, and weekly lessons, students will know…</th>
<th>Students will be able to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Air/wind concepts.</td>
<td>● <strong>Band I and above</strong> - 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.</td>
</tr>
<tr>
<td>● Supported sound.</td>
<td>● <strong>Band II and above</strong> - The student will be able to aurally identify changes in timbre that are the result of changes in instrumentation.</td>
</tr>
<tr>
<td>● Sound generation of woodwinds, brass, percussion and strings.</td>
<td>● <strong>Band II and above</strong> - The student will be able to discriminate between the tone colors native to the respective choirs of the band and orchestra.</td>
</tr>
<tr>
<td>● Overtones/Overtone Series.</td>
<td>● <strong>Band III Honors and above</strong> - The student will be able to analyze and describe the impact of the addition of an instrument or instruments to a given texture.</td>
</tr>
<tr>
<td>● Methods of altering tone quality without distortion.</td>
<td>● <strong>Band III Honors and above</strong> - The student will be able to adjust individual tone quality to the size and tone color of the ensemble. (Blend)</td>
</tr>
<tr>
<td>● Mutes, playing into the stand and echo chambers.</td>
<td>● <strong>Band III Honors and above</strong> - The student will be able to identify textural devices, e.g., pedal tone, chord clusters, imitations.</td>
</tr>
<tr>
<td>● Mono, duo, poly – phonics.</td>
<td>● <strong>Band III Honors and above</strong> – The student will be able to demonstrate the ability to control and utilize timbre for expressive purposes.</td>
</tr>
</tbody>
</table>

http://tinyurl.com/Techspo15CurricDesc
# 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:
Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

## 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  

## 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.

<table>
<thead>
<tr>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Standards: This unit will include components of NCAS/NJSSL Process: Creating, Performing, Responding, and Connecting (Proficient: Low, with assistance).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR4.1</td>
<td>Select, analyze, and interpret artistic work for presentation: Performers’</td>
</tr>
</tbody>
</table>
interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

<table>
<thead>
<tr>
<th>PR4.2</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR4.3</td>
<td>Select, analyze, and interpret artistic work for presentation: Performers make interpretive decisions based on their understanding of context and expressive intent.</td>
</tr>
<tr>
<td>PR5.1</td>
<td>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.</td>
</tr>
<tr>
<td>PR6.1</td>
<td>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.</td>
</tr>
<tr>
<td>RE7.1</td>
<td>Perceive and analyze artistic work: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes</td>
</tr>
<tr>
<td>RE7.2</td>
<td>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.</td>
</tr>
<tr>
<td>RE8.1</td>
<td>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</td>
</tr>
<tr>
<td>RE9.1</td>
<td>Apply criteria to evaluate artistic work: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</td>
</tr>
</tbody>
</table>

Unit Essential Questions

- 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?

Unit Enduring Understandings

Students will understand that...

- 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

http://tinyurl.com/Techspo15CurricDesc
Unit Objectives  
*Through class time, rehearsals, and weekly 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

Unit Objectives  
*Students will be able to…*

- **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.

**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: Infused within the unit are connections to the New Jersey Student Learning Standards for Mathematics, English Language Arts, Technology and 21st-Century Life and Careers.

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

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) |

http://tinyurl.com/Techspo15CurricDesc 23
| 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. |

**Unit Essential Questions**
- 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?

**Unit Enduring Understandings**
*Students will understand that…*
- 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.

**Unit Objectives**
*Through class time, rehearsals, and weekly lessons, students will know…*
- Scales, articulations, dynamics and other musical elements combine in this arena.
- Individual practice concepts.

**Unit Objectives**
*Students will be able to…*
*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*
● 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.

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 – Percussionists will be able to perform controlled tympani or mallet roll, snare drum rudiments and other rudiments from the PAS.

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.