



Content Area: Fine Arts

Course Title: Orchestra 3 (and Orchestra 4 for 2019-2020 only)

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

Unit Plan 1 Arts, A/V Tech & Communications Cluster/ Orientation/Fantasia Concert (Performing Arts Pathway)	Pacing Guide 35 Days
Unit Plan 2 A/V Technology & Film/ Music of Celebration and Culture (Performing Arts Pathway)	Pacing Guide 35 Days
Unit Plan 3 Journalism & Broadcasting/ Elements of Performance & Theory (Performing Arts Pathway)	Pacing Guide 35 Days
Unit Plan 4 Printing Technology/ Concerti and the Classics (Performing Arts Pathway)	Pacing Guide 35 Days
Unit Plan 5 Visual Arts Pathway/Review of Performance	Pacing Guide 35 Days

Date Created: August 10, 2019

Board Approved on: August 17, 2019



**Unit 1 Overview**

Content Area: Arts, A/V Tech & Communications Cluster/Performing Arts Pathway

Unit Title: Careers Overview/Introduction to Orchestra and Fall Fantasia Concert: 35 Days

Target Course/Grade Level: 11

Unit Summary: Students will be introduced to proper rehearsal format, and gain a hands on overview of this class. As students progress in ability level, they will be exposed to higher levels of music and performance expectations. Students will discover a broad overview of professions available related to the visual and performing arts professions. They will then learn about the degree or apprenticeship requirements needed to begin those careers in order to enable them to begin planning a future in any profession in which they show interest. It is understood that there will be preparation and performance activities outside of the school day. These activities will be revealed well in advance and are graded. The students will learn the rehearsal routine, and learn how to prepare for auditions. We will also start with the basic elements to bond the group in ensemble playing. This is including historical backgrounds of the musical works studied and the musical and theoretical tools necessary to perform the works presented/assigned.

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.

21<sup>st</sup> Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

### Learning Targets

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

CPI #	Cumulative Progress Indicator (CPI)
AR.1.2	Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
AR.1.4	Generate a production, media, or other event, and identify the interrelated



	activities and skill requirements associated with various Career Pathways in this cluster.
AR.2.3	Design a plan for maintaining individual health for work in various Career Pathways within the cluster.
AR.3.1	Demonstrate a warm-up process to prepare the body for various performing arts.
AR.5.2	Generate a comparative document of multiple Arts professions and the requirements in training and life commitments to acquire those careers and match them with your personal interests.
AR.1.6	Determine Apps, software, hardware, or other technical advances that could be useful in Arts professions.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to perform both alone and with others' music notational symbols.</li> <li>2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music.</li> <li>3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.</li> </ol>
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.



AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.
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<p><b>Unit Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What are professions available to someone who wants a career in the Arts?</li> <li>2. What degree requirements or skills are needed by someone in order to be hired into those professions?</li> <li>3. How do individual members of an orchestra collaborate to create a unified performance?</li> <li>4. What is the role of a conductor?</li> <li>5. How do performers interpret musical works?</li> <li>6. How do context and the manner in which musical work is presented influence audience response?</li> <li>7. How do we judge the quality of musical work and performances?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <p>Some of the many careers available under the scope of the Performing Arts, and the extensive variety of skills required to successfully perform well in those professions.</p> <p>Students will learn the value of marking their music, as they would take notes in their other classes.</p> <p>Students will be made aware of the key signature and will begin to understand the significance of this.</p> <p>Students will begin to do basic counting and clapping.</p> <p>Students will refine the techniques necessary for pleasing tone production.</p> <p>Students will learn the basic conducting beat patterns.</p>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. The division of the Arts into broad categories of professions that relate to each other in goals or training (ie. Performers, Print Media/Marketing, Journalism/Broadcasting).</li> <li>2. The degree or apprenticeship path required to pursue certain professions in the Arts.</li> <li>3. The following musical concepts: <i>Rhythmic Comprehension, Metric Comprehension, Tone Production, Intonation, Facility, Articulation, Dynamics, Aesthetics, Balance and Blend, Melodic and harmonic Comprehension, Identification of</i></li> </ol>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Analyze an event and determine what skills and people are needed to accomplish the multitude of tasks required for the event to be successful. Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.</li> <li>2. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.</li> <li>3. Express one's imagination through</li> </ol>



<p><i>consonant versus dissonant, Phrasing, Modality, &amp; Key</i></p>	<p>musical performance</p> <ol style="list-style-type: none"> <li>4. Describe musical changes over time and cultures.</li> <li>5. Students will gain independence within their individual parts and sections.</li> </ol>
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## Evidence of Learning

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

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

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

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

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

Some Options for Differentiation in Process include:

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

Some Options for Differentiation in Content include:

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

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



### *English Language Learners*

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

### *Special Education*

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

### *Gifted and Talented*

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

### Interventions for Students at Risk for Failure:

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

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

Teacher Notes:

## **Unit 2 Overview**

Content Area: A/V Technology & Film/Performing Arts Pathway

Unit Title: Concert Production and Video/Music for Celebration and Cultural Music: 35 Days

Target Course/Grade Level: 11



Unit Summary: Students in this group will aid in the live production of a concert event by working sound, light, or video equipment. They will receive “hands on” experience regarding the numerous support careers that are essential in the day-to-day life of any performer. While still advancing in our elements of music skills (rhythm and scale construction) we will also explore the role of music in the our various heritages and in our celebrations. The genre of music we will study will be that of various holidays.

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.

21<sup>st</sup> Century Themes: 21st Century Life and Careers Career Clusters (Arts)  
CRP1. Act as a responsible and contributing citizen and employee.



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

### Learning Targets

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

CPI #	Cumulative Progress Indicator (CPI)
AR-AV 1.1	Describe how changing technology is impacting the audio/video and film industries.
AR-AV 2.6	Demonstrate operation of video cameras and switchers.
AR-AV 2.1	Identify microphones used for audio/video productions, music, and theater.
AR-AV 4.3	Demonstrate, using software, how to edit a video.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.



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

<p><b>Unit Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What impact has the invention of audio and video technology had on the performance of music?</li> <li>2. How do you set-up and successfully record an audio or video of a performing ensemble?</li> <li>3. After acquiring the raw video, what can be done to enhance the quality of the audio or video recording?</li> <li>4. What role does music play in our culture and lives?</li> <li>5. How are the elements of music manipulated to create imagery characteristic of various cultures and time periods?</li> <li>6. What palettes of color are available to create expression and illusion within the musical dynamic range?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The successful recording of a performance in audio or video is itself an intricate artform.</li> <li>2. A number of different professions must work together to successfully produce a quality production (sound, lights, finance, etc).</li> <li>3. Students will continue the study of scale structure and begin to explore harmonic structure.</li> <li>4. The study of more complex rhythms and the quest for recurring rhythmic motifs will be addressed.</li> <li>5. Through music, food and other research, the students will become more in touch with their own, and other cultures.</li> </ol>
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<p>7. How do individuals choose music to experience?</p> <p>8. How do we judge the quality of musical work and performances?</p>	
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. The basics of how microphones capture sound and various types of microphones.</li> <li>2. Where to find inexpensive, or free, software online for sound or video editing and the basics of how to use that software.</li> <li>3. The students will continue to enhance their understanding of all musical vocabulary learned in Unit 1.</li> </ol>	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Set-up and record a live performance in audio or video.</li> <li>2. Use editing software, available online for free, to edit and improve raw audio or video material.</li> <li>3. Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.</li> <li>4. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.</li> <li>5. Express one's imagination through musical performance</li> <li>6. Describe musical changes over time and cultures.</li> </ol>

<p><b>Evidence of Learning</b></p>
<p>Formative Assessments: Participation in online discussion and response to electronic communication (Cluster and Non-Performing Pathways)/ Participation in classroom performance and rehearsal activities (Performing Arts Pathway).</p>
<p>Suggested Summative Assessments: Students submit an audio or video recording that they have designed, planned, recorded, and edited, along with a description of the process and challenges for which they had to problematize a solution. Participation in performances and events at varied times and locations.</p>
<p>Benchmark Assessments: Career projects will be assigned a "project calendar" through which students must achieve micro-goals that allow them to complete the complete project in time for their Event. Since each student comes into a music classroom with different abilities and levels of training, benchmarks will also be developed individually for performance goals in consultation with the students and their parents, where required. Once a final musical goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.</p>
<p>Alternative Assessments: Tasks in groups for Career Projects will be assigned allowing for each student to highlight their strengths while improving in other skills. Adjustments to</p>



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

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

Some Options for Differentiation in Process include:

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

Some Options for Differentiation in Content include:

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

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

### *English Language Learners*

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

### *Special Education*

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

### *Gifted and Talented*

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

Interventions for Students at Risk for Failure:

- Extended Time
- Flexible Grouping



- Small Group Instruction
- One on One Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information

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

Teacher Notes:

### Unit 3 Overview

Content Area: Journalism & Broadcasting Pathway/Performing Arts Pathway

Unit Title: Event promotion and critique/ Elements of Performance & Music Theory: 35 Days

Target Course/Grade Level: 11

Unit Summary: Every successful performer must be able to self-promote and market their talents, and the students will learn to do so both in print and social media. A performer must be able to critically assess their performances and the performances of others and do so in a way that is articulate and respectful to the other artists. Students will be also spending this unit expanding their individual music theory knowledge both with and without their instruments. We will be drilling rhythms, scales and all of the basic rudiments of music without the constraints of upcoming concerts.

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.

21<sup>st</sup> Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

## Learning Targets

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

CPI #

Cumulative Progress Indicator (CPI)



AR-JB 1.2	Describe the differences among media, including newspaper, magazine, electronic news, television, radio, web, and mobile devices; and how these media can be used to advertise or promote a musical event or program.
AR-JB 1.5	Describe issues related to libel and slander.
AR-JB 2.3	Write a print news story to meet a deadline using organized research and note-taking skills to capture precise language of sources for direct quotations, transitions, and proofreading and copy-editing skills.
AR-JB 3.5	Develop a production promotion involving several activities discussed.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> <li>4. Demonstrate the ability to perform both alone and with others' music notational symbols.</li> <li>5. Demonstrate the ability to perform music vocabulary in a varied repertoire of music.</li> <li>6. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.</li> </ol>
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.



AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.
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<p><b>Unit Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. In what ways can you use different media outlets to advertise an upcoming event?</li> <li>2. What is an appropriate way to write a critique that both conveys your opinion, but is articulate and fair to the performers?</li> <li>3. How does understanding the structure and context of musical works inform performance?</li> <li>4. How do we judge the quality of musical work and performances?</li> <li>5. How do musicians make creative decisions?</li> <li>6. How do you demonstrate your understanding of the fundamentals of music through performance?</li> <li>7. How do musicians improve the quality of their creative work?</li> <li>8. How are the elements and principles of music essential to the creative process and artistic production?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The manner in which a performance is portrayed in the media (both in pre-advertising and critique) can shape its overall success.</li> <li>2. Developing your skills in marketing yourself as an artist can be as important as your ability to create Art.</li> <li>3. Aesthetic knowledge stimulates judgement and imagination, empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>4. The critical process of observing, describing, analyzing and evaluating leads to informed judgements and performances regarding the relative merits of music.</li> <li>5. More in-depth knowledge of key and rhythm will enhance the aesthetic products they wish to create.</li> </ol>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. General guidelines for composing a critique, press release, or concert blurb to submit for publication to a media outlet.</li> <li>2. Ways in which to use modern media (podcasts, facebook business, etc) as outlets for content distribution.</li> <li>3. The students will continue to enhance their understanding of all musical vocabulary learned in Unit 1.</li> </ol>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Describe ways in which they can use media to advertise an event.</li> <li>2. Organize their opinion of a performance into a coherent, articulate, and respectful critique.</li> <li>3. Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.</li> <li>4. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.</li> <li>5. Express one's imagination through musical performance</li> </ol>



	6. Describe musical changes over time and cultures.
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**Evidence of Learning**

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

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

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

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

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

Some Options for Differentiation in Process include:

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

Some Options for Differentiation in Content include:

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

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

*English Language Learners*



- Provide clear and specific directions
- Allow for alternate forms of responses - drawing or showing (performing) instead of speaking to demonstrate knowledge.
- Provide extra time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look 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 4 Overview

Content Area: Printing Technology/Performing Arts Pathways

Unit Title: Concert Program and Printed Advertising/Musical Synergy: 35 Days

Target Course/Grade Level: 11

Unit Summary: During this unit the assigned group will learn how to develop a program for an upcoming performance event. Students will be preparing a cumulative performance



showcasing diverse repertoire. Various composers from various cultural eras will be studied, and the synthesis of all previously learned knowledge will be presented.

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.

21<sup>st</sup> Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.



CRP5. Consider the environmental, social and economic impacts of decisions.  
 CRP6. Demonstrate creativity and innovation.  
 CRP7. Employ valid and reliable research strategies.  
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  
 CRP9. Model integrity, ethical leadership and effective management.  
 CRP10. Plan education and career paths aligned to personal goals.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.  
 8.1.C- Educational Technology: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

### Learning Targets

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

CPI #	Cumulative Progress Indicator (CPI)
AR-PRT 1.1	Identify customer requirements, timelines and budget in a given situation
AR-PRT 1.2	Communicate with customer to provide updates in schedule and product status
AR-PRT 2.1	Identify the processes involved in building the document.
AR-PRT 3.4	Update customer files to include file submission, proof approvals, and production processes.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to perform both alone and with others' music notational symbols.</li> <li>2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music.</li> <li>3. Demonstrate the ability to perform musical compositions, sing, or perform</li> </ol>



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

<p><b>Unit Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What are the components of a concert program, and how do I go about acquiring each of those components?</li> <li>2. Who is responsible for each piece of information in the program, and what deadlines should they be given for submission?</li> <li>3. What influence has the classical music had on modern music and society?</li> <li>4. How is music a reflection of the social and political climate of its specific time period?</li> <li>5. How do musicians make creative decisions?</li> <li>6. How does the evolution of music affect the stylistic performance?</li> <li>7. What is the purpose of music within various time periods?</li> <li>8. When is creative work ready to share?</li> <li>9. How do we discern the musical creators' and performers' expressive intent?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. There are many deadlines associated with any printed programs needed for a concert event.</li> <li>2. Development of a concert program is complex and time consuming.</li> <li>3. Music from different time periods are played with different style</li> <li>4. As time periods progress, the dynamic and stylistic palette becomes more diverse.</li> <li>5. Style and dynamics differ greatly between concerti and standard orchestral repertoire.</li> <li>6. The elements of music are arranged in more complex patterns in later musical periods.</li> <li>7. There is differentiation within the genres of music, ie. Broadway, Soundtrack, Popular, Opera, Ballet, Program Music, et. al.</li> </ol>
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**Unit Objectives**

*Students will know...*

1. Who needs to be acknowledged in the program in association with a song in order to adhere with copyright law.
2. The correct way in which to present other needed data in a concert program.
3. The students will continue to enhance their understanding of all musical vocabulary learned in Unit 1.

**Unit Objectives**

*Students will be able to...*

1. Plan, design, and construct a successful program for a concert or event.
2. Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.
3. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.
4. Express one's imagination through musical performance
5. Describe musical changes over time and cultures.

**Evidence of Learning**

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

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

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

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

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



Some Options for Differentiation in Process include:

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

Some Options for Differentiation in Content include:

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

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

### *English Language Learners*

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

### *Special Education*

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

### *Gifted and Talented*

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

Interventions for Students at Risk for Failure:

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

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if



applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

### **Unit 5 Overview**

Content Area: Visual Arts/Performing Arts Pathways

Unit Title: Visual Design Marketing/Reflection on Musical Growth: 35 Days

Target Course/Grade Level: 11

Unit Summary: Students will learn how to design a logo or for an upcoming event that will help attract an audience or generate interest. They will also assist the other groups in production of visuals for the concert program and continue in their musical growth.

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.

21<sup>st</sup> Century Themes: 21st Century Life and Careers Career Clusters (Arts)

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

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

### Learning Targets

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

CPI #	Cumulative Progress Indicator (CPI)
AR-VIS 1.2	Apply design knowledge, skills, processes, theories and presentation skills to communicate ideas.
AR-VIS 2.3	Compare how commercial art is similar/different from "fine" art.
AR-VIS 3.1	Demonstrate design principles in developing a project such as a brochure, logo,



	label, textile design, or other branding project.
AR-VIS 3.2	Produce a variety of digital images using computer software.
AR-PRF 1.1	Explain the arts from past and present cultures and historical periods including the medieval period and the 20th century.
AR-PRF 3.2	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to perform both alone and with others' music notational symbols.</li> <li>2. Demonstrate the ability to perform music vocabulary in a varied repertoire of music.</li> <li>3. Demonstrate the ability to perform musical compositions, sing, or perform on instruments in a varied repertoire of music.</li> </ol>
AR-PRF 3.3	Perform vocal or instrumental music with creative expression.
AR-PRF 3.4	Play or vocalize a given work utilizing an understanding of the elements of music it encompasses.
AR-PRF 3.6	Listen to known composers and their repertoire, which represents specific historical periods and their emotional messages.
AR-PRF 4.2	Perform the range of expressive effects and artistic expressions through vocal and instrumental music.

<p><b>Unit Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What image or images best represents this ensemble or event, and what is the best medium to create and distribute that image?</li> <li>2. What tools are available for me to create images?</li> </ol>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. The visual arts can provide an indelible impression that goes beyond words, and should be used as part of any promotional material.</li> <li>2. Play level appropriate literature as</li> </ol>
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<ol style="list-style-type: none"> <li>3. When is creative work ready to share?</li> <li>4. How do we discern the musical creators' and performers' expressive intent?</li> <li>5. How do we judge the quality of musical work and performances?</li> </ol>	<p>determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.</p> <ol style="list-style-type: none"> <li>3. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.</li> <li>4. Express one's imagination through musical performance</li> <li>5. Describe musical changes over time and cultures.</li> </ol>
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1. How to use the internet to create and order T-Shirts, and/or other materials for the ensemble.</li> <li>2. Appropriate usage of images from internet in publicly distributed materials so as to avoid plagiarism.</li> <li>3. The students will continue to enhance their understanding of all musical vocabulary learned in Unit 1.</li> </ol>	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. Design basic logos and pictures to use for T-shirts, program covers, and other promotional materials.</li> <li>2. Integrate images into a program design to create a unified, artistic presentation.</li> <li>3. Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.</li> <li>4. Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.</li> <li>5. Express one's imagination through musical performance</li> <li>6. Describe musical changes over time and cultures.</li> </ol>

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



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

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

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

Some Options for Differentiation in Process include:

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*

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*Special Education*

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- Assign peer tutor
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*Gifted and Talented*



- Students will be made managers of project groups
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- One on One Instruction
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Teacher Notes: