



State Curriculum Unit Content Descriptors

Content Area: Music- Intermediate Orchestra

Course Title: Orchestra

Grade Level: 6-7

Unit Plan 1 Orientation/ Introduction to Performance	Pacing Guide 23 Days
Unit Plan 2 Music of Celebration and Culture (holidays)	Pacing Guide 23 Days
Unit Plan 3 Elements of Performance/Theory	Pacing Guide 22 Days
Unit Plan 4 Performance Assessment	Pacing Guide 22 Days

Date Created: August 10, 2019

Board Approved on: August 17, 2019



Unit 1 Overview

Content Area: Music - 23 Days

Unit Title: Introduction to Orchestra and Fall Performance

Target Course/ Grade Level 6-7

Unit Summary Students will be introduced to the 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. 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 includes 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.

21st Century Themes:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

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 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.

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.

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.

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.

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

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3 Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications

Learning Targets

CPI #	Cumulative Progress Indicator (CPI)
1.4.8.A1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.



1.1.8..B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.3.8 B1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant -grande notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.2.8.B.A3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

<p>Unit Essential Questions</p> <p>What are the benefits of rehearsal?</p> <p>How is a concert put together?</p> <p>How do individual members of an orchestra collaborate to create a unified performance?</p> <p>What is the role of a conductor?</p> <p>How do performers interpret musical works?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do we judge the quality of musical work and performances?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Students will learn the value of marking their music, as they would take notes in their other classes.</p> <p>Students will explore various vocations connected with music, such as, stage manager, program publishing and other supporting roles.</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>
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● <i>Rhythmic Comprehension</i> ● <i>Metric Comprehension</i> ● <i>Tone Production</i> ● <i>Intonation</i> ● <i>Facility</i> ● <i>Articulation</i> ● <i>Dynamics</i> ● <i>Aesthetics</i> ● <i>Melodic and harmonic Comprehension</i> ● <i>Identification of consonant versus dissonant</i> ● <i>Phrasing</i> ● <i>Modality</i> ● <i>Key</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics. ● Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres. ● Describe musical changes over time and cultures. ● Students will gain independence within their individual parts and sections.

<p>Evidence of Learning</p>
<p>Formative Assessments: Participation in online discussion and response to electronic communication. Participation in classroom performance and rehearsal activities.</p>
<p>Suggested Summative Assessments: Testing in class or through video or audio recording of students performing their parts or demonstrating technique or musical concepts. Participation in performances and events at varied times and locations.</p>
<p>Benchmark Assessments: Since each student comes into a music classroom with different abilities and levels of training, benchmarks will be developed individually in consultation with the students and their parents, where required. Once a final goal for the unit is established, benchmarks assessments will be established at regular intervals to accomplish the growth objective.</p>
<p>Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.</p>
<p>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.</p> <p>Some Options for Differentiation in Process include:</p> <ol style="list-style-type: none"> 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

Students with 504's

- 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), Instruments (if applicable), and sheet music.

Teacher Notes:

Unit 2 Overview

Content Area: Music - 23 Days

Unit Title: Music for Celebration and Cultural Music

Target Course/Grade Level: 6-7

Unit Summary: While still advancing in our elements of music skills (rhythm and scale construction) we will also explore the role of music in 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.

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

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

21st Century Themes:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

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CRP9. Model integrity, ethical leadership and effective management.

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

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

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9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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LEARNING TARGETS

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1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non- Western, and avant-garde notation.



1.3.8.B2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.4	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8A.3	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8A7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Unit <u>Essential Questions</u>	Unit Enduring Understandings
<p>What role does music play in our culture and lives?</p> <p>How are the elements of music manipulated to create imagery characteristic of various cultures and time periods?</p> <p>What palettes of color are available to create expression and illusion within the musical dynamic range?</p> <p>How do individuals choose music to experience?</p> <p>How do we judge the quality of musical work and performances?</p> <p>How do the other arts, other disciplines,</p>	<p>Students will continue the study of scale structure and begin to explore harmonic structure. The study of more complex rhythms and the quest for recurring rhythmic motifs will be addressed.</p> <p>Through music, and other research, the students will become more in touch with their own, and other cultures.</p>



contexts, and daily life inform creating, performing and responding to music?

Evidence of Learning

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

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

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

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

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Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources: Online Platform (either Google Classroom or Edmodo), Instruments (if applicable), and sheet music, software for word processing, audio and/or video editing).

Teacher Notes:

Unit 3 Overview

Content Area: Music - 22 Days

Unit Title: Elements of Performance/Theory



Target Course/Grade Level: 6-7

Unit Summary:

Students will be 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.

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

21st Century Themes:

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



- CRP2. Apply appropriate academic and technical skills.
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9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

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9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.3 Sixteen 21st Century Life and Careers Career Clusters



- Arts, A/V Technology & Communications

LEARNING TARGETS

CPI #	Cumulative Progress Indicator (CPI)
1.1.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, Non-Western, and avant-garde notation.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard WEstern, non-WEstern, and avant-garde notations.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. .
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and /singing techniques in that genre or style.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.



1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

<p>Unit Essential Questions</p> <p>How are the elements and principles of music essential to the creative process and artistic production?</p> <p>How do musicians make creative decisions?</p> <p>How do you demonstrate your understanding of the fundamentals of music through performance?</p> <p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do we judge the quality of musical work and performances?</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • More in-depth knowledge of key and rhythm will enhance the aesthetic products they wish to create. • Elemental foundations must be set before art can be created. • The critical process of observing, describing, analyzing and evaluating leads to informed judgements and performances regarding the relative merits of music. • The artistic process can lead to unforeseen outcomes. • Aesthetic knowledge stimulates judgement and imagination, empowering students to interpret, appreciate and extract meaning from the arts.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>Rhythmic Comprehension</i> • <i>Metric Comprehension</i> • <i>Tone Production</i> • <i>Intonation</i> • <i>Facility</i> • <i>Articulation</i> • <i>Dynamics</i> • <i>Aesthetics</i> • <i>Balance and Blend</i> • <i>Melodic and harmonic Comprehension</i> • <i>Identification of consonant versus dissonant</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics. • Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres. • Express one's imagination through musical performance



- *Phrasing*
- *Modality*
- *Key*

- Describe musical changes over time and cultures.

Evidence of Learning

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

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

Teacher Notes:

Unit 4 Overview

Content Area: Music - 22 Days



Unit Title: Putting it Together

Target Course/Grade Level: 6-7

Unit Summary:

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.



21st Century Themes:

21st Century Themes:

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

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

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 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.

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.

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.

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.

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

9.2.8.B.1: Research careers within the 16 Career Clusters and determine attributes of career success.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed



through school, home, work, and extracurricular activities for use in a career.

9.3 Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications

LEARNING TARGETS

CPI #	Cumulative Progress Indicator (CPI)
1.1.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, Non-Western, and avant-garde notation.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notations.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. .
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and /singing techniques in that genre or style.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over



	time, given shifts in societal norms, beliefs, or values.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

<p>Unit <u>Essential Questions</u></p> <p>What influence has classical music had on modern music and society?</p> <p>How is music a reflection of the social and political climate of its specific time period?</p> <p>How do musicians make creative decisions?</p> <p>How does the period of music affect the stylistic performance?</p> <p>What is the purpose of music within various time periods?</p> <p>When is creative work ready to share?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work and performances?</p>	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Music from different time periods are played with different style • As time periods progress, the dynamic and stylistic palette becomes more diverse. • Style and dynamics differ greatly between concerti and standard orchestral repertoire. • The elements of music are arranged in more complex patterns in later musical periods. • There is differentiation within the genres of music, ie. Broadway, Soundtrack, Popular, Opera, Ballet, Program Music, et. al.
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>Rhythmic Comprehension</i> • <i>Metric Comprehension</i> • <i>Tone Production</i> • <i>Intonation</i> • <i>Facility</i> • <i>Articulation</i> • <i>Dynamics</i> • <i>Aesthetics</i> 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics. • Use of musical vocabulary



<ul style="list-style-type: none"> ● <i>Balance and Blend</i> ● <i>Melodic and harmonic Comprehension</i> ● <i>Identification of consonant versus dissonant</i> ● <i>Phrasing</i> ● <i>Modality</i> ● <i>Key</i> 	<p>appropriately and differentiate the unique and common properties of different musical genres.</p> <ul style="list-style-type: none"> ● Express one's imagination through musical performance ● 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. Participation in classroom performance and rehearsal activities.

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

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

Alternative Assessments: Where needed, goal based rubrics of the performance assessments will be adjusted to account for special needs or disabilities of the student in order to encourage personal growth and progress towards overall ensemble objectives.

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

Some Options for Differentiation in Process include:

1. Listen to the piece of music being performed while following along with the notation.
2. Sight-read the music without hearing it in advance and without expectations on the sound.
3. Listen to different performances of the work online and compare interpretations.
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