

CURRICULUM

FOR

ORCHESTRA

GRADES 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Technology Education**

The Board acknowledges the following who contributed to the preparation of this curriculum.

Anthony Perez

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Subject/Course Title:
**Orchestra
Grades 9-12**

Date of Board Adoption:
October 28, 2020

RAHWAY PUBLIC SCHOOLS CURRICULUM

Orchestra: Grades 9-12

PACING GUIDE

Unit	Title	Pacing
1	Technique and Sound Production	6 weeks
2	Scale Studies and Ear Training	8 weeks
3	Rhythmic and Melodic Etudes	8 weeks
4	Historical and Cultural Connections	6 weeks
5	Performance Practice	12 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps.

<ul style="list-style-type: none"> ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<ul style="list-style-type: none"> ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets. ● Create alternate assignments. ● Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted. ● Allow student to resubmit assignments. ● Use small group instruction. ● Simplify language. ● Provide scaffolded vocabulary and vocabulary lists. ● Demonstrate concepts possibly through the use of visuals. ● Use manipulatives. ● Emphasize critical information by highlighting it for the student. ● Use graphic organizers. ● Pre-teach or pre-view vocabulary. ● Provide student with a list of prompts or sentence starters that they can use when completing a written assignment. ● Provide audio versions of the textbooks. ● Highlight textbooks/study guides. ● Use supplementary materials. ● Give assistance in note taking ● Use adapted/modified textbooks. ● Allow use of computer/word processor. ● Allow student to answer orally, give extended time (time-and-a-half). ● Allow tests to be given in a separate location (with the ESL teacher). ● Allow additional time to complete assignments and/or assessments. ● Read question to student to clarify. ● Provide a definition or synonym for words on a test that do not impact the validity of the exam. ● Modify the format of assessments. ● Shorten test length or require only selected test items. ● Create alternative assessments. ● On an exam other than a spelling test, don't take points off for spelling errors.
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UNIT OVERVIEW

Content Area: String Orchestra

Unit Title: Technique and Sound Production

Target Course/Grade Level: 9-12 (with teacher approval)

Unit Summary: The High School Orchestra is intended to be a continuation of musical skills developed in both the middle school and elementary school strings programs. This unit should be utilized with consideration of each individual student's musical experience. Pupils should focus primarily on the techniques used to produce different sounds on an orchestral string instrument (violin, viola, cello, and bass). Proper posture, instrument position, hand/finger placement, and bow technique are to be addressed. The teacher should give students positive suggestions towards developing good habits that produce the desired sound production with minimal physical strain.

Approximate Length of Unit: 6 weeks: incorporating student's previous musical repertoire (scales, etudes, performance pieces, etc.) is suggested based on individual and/or ensemble abilities.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3.C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- 1.3.C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3.C.12int.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3.C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- 1.3.B.12acc.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

- 9.4.12.CT.1.** Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems.

Interdisciplinary Connections and Standards:

- 2.2.12.MSC.2.** Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- 2.2.12.MSC.3.** Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.2.** Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.4.** Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- 2.2.12.LF.5.** Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.9-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.
- SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit Understandings:

Students will understand that...

- Precision in physical technique will enable best quality in sound production.
- Proper hand and finger placement will aid in intonation and dexterity.

- Bow technique enhances a student’s ability to achieve a variety of tone, shape, and length in their notes.

Unit Essential Questions:

- How does the way I hold my instrument affect my comfort level when performing?
- How does my hand and finger placement enable me to play accurately and in tune?
- How do bow placement, speed, and pressure produce sound quality?

Knowledge and Skills:

Students will know...

- The best ways to hold their instrument for ease in performance.
- Proper hand and finger positions, their habits, and ways to improve their technique.
- Optimal bow positions and how to practice for a variety of tone production.

Students will be able to...

- Place their instrument for best performance practice.
- Position their hands and fingers both on the fingerboard and bow to achieve best sound quality.
- Create a variety of sound, dynamics, and tone lengths based on the elements of bow placement, speed, and pressure.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be evaluated on posture and hand and finger placement during small group rehearsals and lessons.
- Self-assessment and peer assessment should be incorporated into sectional rehearsals.
- Teacher evaluation should be made periodically and during midterm and final performance examinations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Modeling of performance practice during lessons and rehearsals by both teachers and students.
- Instructional method books, music, and videos should be incorporated into class activities and homework assignments.
- Scales, etudes, and performance pieces should be utilized when appropriate.

RESOURCES

Teacher Resources:

- *Essential Techniques* – Hal Leonard
- *Harmonized Rhythms for Orchestra* – KJOS
- StringSkills.com
- ViolinOnline.com
- ViolaOnline.com
- CelloOnline.com
- StringBassOnline.com
- Standard Solo Repertoire for Violin, Viola, Cello and Bass
- *Daily Warm-ups for String Orchestra* – Michael Allen
- *Expressive Techniques for Orchestra* – Tempo Press
- Comparable method/technique/tuning/rhythm books
- Notion
- YouTube
- Google Classroom
- Printed score, descriptions, and historical references.
- Audio and video recordings

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Sound System
- Instrument Bow and rosin
- Music recordings (internet, music player)
- Instructional videos (internet, video player)
- Method books
- Printed music
- Metronome

UNIT OVERVIEW

Content Area: String Orchestra

Unit Title: Scale Studies and Ear Training

Target Course/Grade Level: 9-12 (with teacher approval)

Unit Summary: Scales are an order of notes that ascend or descend within an octave. The steps that are used between these notes determine the aural colors the musician manipulates to create or reproduce melodies and harmonies. There are many scales that serve different functions in music, but the primary scales that music students typically learn first are major scales, minor scales, and dominant scales. Music students must begin learning how to play, understand, and aurally recognize these scales. The importance of training the ear to recognize these pitches is extremely important for an orchestral string instrumentalist. Music students in this ensemble must use a combination of muscle memory and ear training to play with strong intonation. Musicians build strong intonation by developing the skill of being able to hear the note before they attempt to play it. In this unit, students will explore both disciplines to achieve an understanding of scales with strong intonation when performing.

Approximate Length of Unit: 8 weeks, incorporating student's previous understanding of scales and ear training is suggested based on individual and/or ensemble abilities.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3C12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1.** Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

- 2.2.12.MSC.3.** Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- 2.2.12.PF.2.** Respect and appreciate all levels of ability and encourage with care during all physical activities.
- 2.2.12.LF.4.** Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLS for Mathematics:

- A.** Reason quantitatively and use units to solve problems.
 - 1. Use units as a way to understand problems and to guide the solution of multi-step problems;
choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- RST.9-10.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- WHST.9-10.6.** Use technology, including the Internet, to produce, share, and update writing products,

taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Unit Understandings:

Students will understand that...

- Finger pattern and solfege ear training work hand in hand to perform scales.
- Aural recognition of notes in a scale will strengthen intonation.
- Technique learned in previous lessons aids in scale performance.
- The steps between notes in a scale give them their character. In this unit the focus was placed on Major and Minor scales.

Unit Essential Questions:

- What are the solfege syllables and how can they be used to practice hearing the major and minor scales?
- How can we use solfege intervals to tune our instruments?
- How can singing scales help with intonation?
- How are notes, fingerings, and solfege used to practice scales?

Knowledge and Skills:

Students will know...

- How to work towards accuracy when tuning their instruments by ear.
- The steps used to build major and minor scales.
- How to apply solfege and technique to build consistency in their intonation.
- Which scales they are comfortable with and which they should be working on.

Students will be able to...

- Tune their instrument with some level of accuracy.
- Understand the formula in steps for building major and minor scales.
- Play 3-4 new scales and have an understanding of how to use solfege and ear training to improve their intonation.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Self-assessment and peer assessment should be incorporated into sectional rehearsals.
- Teacher evaluation should be made periodically during instrumental lessons.
- Mid-term and Final exam evaluations. (both written and performance based can be used)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Modeling of scale practice during lessons and rehearsals by both teachers and students.
- Instructional method books, music, and videos should be incorporated into class activities and homework assignments.
- Warm-up routines, reading drills, etudes, and patterns using different scales covered.

RESOURCES

Teacher Resources:

- *Essential Techniques* – Hal Leonard
- *Harmonized Rhythms for Orchestra* – KJOS
- StringSkills.com
- ViolinOnline.com
- ViolaOnline.com
- CelloOnline.com
- StringBassOnline.com
- Standard Solo Repertoire for Violin, Viola, Cello and Bass
- *Daily Warm-ups for String Orchestra* – Michael Allen
- *Expressive Techniques for Orchestra* – Tempo Press
- Comparable method/technique/tuning/rhythm books
- Notion
- YouTube
- Google Classroom
- Printed score, descriptions, and historical references.
- Audio and video recordings

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Sound System
- Instrument Bow and rosin
- Music recordings (internet, music player)
- Instructional videos (internet, video player)
- Method books
- Printed music
- Metronome

UNIT OVERVIEW

Content Area: String Orchestra

Unit Title: Rhythmic and Melodic Etudes

Target Course/Grade Level: 9-12 (with teacher approval)

Unit Summary: This unit should be utilized with consideration of each individual student's musical experience. Pupils should focus on the rhythmic, melodic, and expressive qualities in their etudes. Etudes are short musical compositions that are designed as exercises to perfect a particular musical skill. Each orchestra string instrument has a set of etude publications that start at an elementary level and progress at a logical pace. The teacher should pre-assess the students on an individual or small group basis to find the correct starting point for their etude studies. A deeper understanding of rhythmic figures, melodic motifs, key signatures, time signatures, dynamics, and tempo markings will be achieved in this unit. As with many disciplines in music, this is a cumulative study that should be worked on regularly and at a pace and level with which the student is most comfortable. It is important that pupils are challenged but not overwhelmed. The average level of the student's etude studies will help determine the appropriate level for future concert performance pieces.

Approximate Length of Unit: 8 weeks, incorporating student's previous etude studies is suggested based on individual and/or small group abilities.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3C12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- 1.3C12int.Cr3b.** Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
- 1.3C.12int.Pr4b.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine

performances.

1.3C.12int.Re9a. Explain the influence of experiences, analysis and context on interest in and evaluation of music.

1.3B.12acc.Cn10a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

1.3C.12prof.Re7b. Explain how the analysis of passages and understanding the way the elements of music is manipulated to inform the response to music.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1. Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.2.CT.2. Identify possible approaches and resources to execute a plan.

9.4.2.CT.3. Use a variety of types of thinking to solve problems.

9.4.12.TL.1. Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

Interdisciplinary Connections and Standards:

2.2.12.MSC.3. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.PF.2. Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.LF.4. Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLS for Mathematics:

A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems;
choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

B. Interpret the structure of expressions

1. Interpret expressions that represent a quantity in terms of its context.
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Unit Understandings:

Students will understand that...

- Musical etudes are an organization of notes in a specific time signature designed to improve their reading, intonation, and expression when performing.
- Practicing is a discipline that requires frequent application to cultivate accuracy and consistency.
- Etudes should be practiced with and without a metronome to develop a strong sense of inner rhythm.
- Counting, subdividing, and slowing down difficult passages will aid in mastery of etudes.
- Previous scales studies are used when preparing to play etudes in specific key centers and positions on their instruments.

Unit Essential Questions:

- How does practicing to a metronome contribute to mastery of etudes?
- How do previous scale studies affect your comfort level when reading a new etude?
- What strategies can you use to acquire consistency in your sight reading when working on etudes?

- What strategies can you use to master difficult passages?

Knowledge and Skills:

Students will know...

- How to practice with a metronome to develop a strong time feel.
- The proper scales and fingerings that coincide with the key signature of etudes rehearsed.
- Strategies for developing consistency in their performances, particularly when playing difficult passages.
- How to identify patterns, motifs, and themes both rhythmically and melodically present in their etude studies.
- What level of etudes they master easily, and which etudes they need to work on to develop their craft.

Students will be able to...

- Perform etudes with a strong time feel, accurate intonation, and intended expressive qualities.
- Perform etudes with a strong presence when playing independently or appropriate balance when playing in duets or small groups.
- Achieve attainable goals when analyzing etudes they have mastered and those they find challenging.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Self-assessment and peer assessment should be incorporated into sectional rehearsals.
- Teacher evaluation should be made periodically during instrumental lessons.
- Performance mid-term and final exam evaluations.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Modeling of scale practice during lessons and rehearsals by both teachers and students.
- Instructional method books, music, and videos should be incorporated into class activities and homework assignments.
- Warm-up routines, reading drills, and patterns using different scales covered.
- Individual, duets, and small group performances with the teacher and fellow students.

RESOURCES

Teacher Resources:

- *Essential Techniques* – Hal Leonard
- *Harmonized Rhythms for Orchestra* – KJOS
- StringSkills.com
- ViolinOnline.com
- ViolaOnline.com
- CelloOnline.com
- StringBassOnline.com
- Standard Solo Repertoire for Violin, Viola, Cello and Bass
- *Daily Warm-ups for String Orchestra* – Michael Allen
- *Expressive Techniques for Orchestra* – Tempo Press
- Comparable method/technique/tuning/rhythm books
- Notion
- YouTube
- Google Classroom
- Printed score, descriptions, and historical references.
- Audio and video recordings

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Sound System
- Instrument Bow and rosin
- Music recordings (internet, music player)
- Instructional videos (internet, video player)
- Method books
- Printed music
- Metronome

UNIT OVERVIEW

Content Area: String Orchestra

Unit Title: Historical and Cultural Relevance

Target Course/Grade Level: 9-12 (with teacher approval)

Unit Summary: String instruments have a long and rich tradition in many musical styles and genres. In this unit, the ensemble will begin to explore the rhythmic, melodic, and harmonic components of the compositions that will be used for performance. Elements of performance pieces are introduced throughout the year. In this unit, connections should be made between the components of the composition, the historical and cultural relevance of the composition, and the composer's intent. It is important that a variety of compositions from diverse cultural and historical contexts be selected for performance programming.

Approximate Length of Unit: 6 weeks, selections for performances should be at appropriate and attainable level for all the students in the ensemble.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3C12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.
- 1.3C.12int.Cn10a.** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3.C.12int.Cr1a.** Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr2a.** Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr3a.** Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
- 1.3C.12int.Pr5a.** Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12int.Re9a.** Explain the influence of experiences, analysis and context on interest in and evaluation of music.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3C.12int.Pr4b.** Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12acc.Pr5a.** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

- 1.3C12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b.** Explain how the analysis of passages and understanding the way the elements of music is manipulated and informs the response to music.
- 1.3D.12prof.Pr4c.** Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.12.CI.1.** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1.** Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.CI.3.** Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.2.CT.2.** Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3.** Use a variety of types of thinking to solve problems.
- 9.4.12.TL.1.** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

- 2.2.12.MSC.3.** Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
- RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.9.** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- SL.11-12.4.** Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

- WHST.9-10.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Unit Understandings:

Students will understand that...

- Music is a universal language that is used in multiple cultures to express a multitude of emotions.
- Composers use a variety of devices to express their artistic intent.
- Studying a composition's historical and cultural relevance will aid in understanding how the piece should be performed.
- Music is always evolving and melding culturally through time periods.
- Sound production, scale studies, etudes with metronome, and ear training are skills developed to produce best representations of a composer's intent while exploring one's self-expression.

Unit Essential Questions:

- How do sound production, scale study, ear training, and rhythm understanding help when preparing music for a performance?
- How does knowing where and when a piece of music was composed aid a performer when interpreting a composition?
- How does understanding the historical and cultural aspects of a performance affect a musician's interpretation?

Knowledge and Skills:

Students will know...

- How previous knowledge and skills achieved enable performance preparation.
- The historical and cultural relevance of the music being studied in the ensemble.
- The aspects of performance that will best represent the composer's intent.

Students will be able to...

- Understand the qualities needed to perform concert repertoire with authentic characteristics of the composer's intent.
- Develop a plan for listening, practicing, and exploring the elements utilized in the performance pieces.
- Recognize the connection between the music they are studying and their own personal heritage.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher assessments during listening sessions, assignments and rehearsals.
- Peer assessments during class discussions and sectional lessons.
- Discussions and/or examinations on devices used in a composition.
- Examinations and/or assignments on historical and cultural aspects of the performance pieces.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Teacher lectures on the composers and the historical and cultural relevance of their compositions.
- Listening sessions on the performance selections, music that preceded its place historically and music that connects with it culturally.
- Rehearsals and exploration of specific rhythmic or melodic patterns that accentuate its historic or cultural characteristics.

RESOURCES

Teacher Resources:

- *Essential Techniques* – Hal Leonard
- *Harmonized Rhythms for Orchestra* – KJOS
- StringSkills.com
- ViolinOnline.com
- ViolaOnline.com
- CelloOnline.com
- StringBassOnline.com
- Standard Solo Repertoire for Violin, Viola, Cello and Bass
- *Daily Warm-ups for String Orchestra* – Michael Allen
- *Expressive Techniques for Orchestra* – Tempo Press
- Comparable method/technique/tuning/rhythm books
- Notion
- YouTube
- Google Classroom
- Printed score, descriptions, and historical references.
- Audio and video recordings

Equipment Needed:

- Computers
- Internet Connectivity
- LCD Projector
- White Board
- Sound System
- Instrument Bow and rosin
- Music recordings (internet, music player)
- Instructional videos (internet, video player)
- Method books
- Printed music
- Metronome

UNIT OVERVIEW

Content Area: String Orchestra

Unit Title: Performance Practice

Target Course/Grade Level: 9-12 (with teacher approval)

Unit Summary: The culmination of a school ensemble is for each student to grow both individually and as a group. Through performances, the accomplishments of all the units studied can be realized. It is a natural progression, upon completing the previous units, for the pupils of the orchestra to begin internalizing the principles of technique, ear training, scales, key signatures, time signatures, and music notation reading. It is also critical for the instructor to continue reiterating these concepts as often as necessary. These are cumulative skills that continue at all levels of music education. The ability of students to internalize these concepts will bring greater achievements as they prepare music for concert performances. The ensemble's focus for performance practice should be on crafting the compositions to bring to life the composers' intents. The music students will need to have appropriate rhythmic feel, dynamic expression, and ensemble blend at the forefront of their minds as they rehearse the selections. The ensemble will also need to understand the conductor's style and directions so that they can be led in their joint effort to shape the performance of the compositions.

Approximate Length of Unit: 12 weeks: selections for performance should be at appropriate and attainable level for all the students in the ensemble.

LEARNING TARGETS

NJ Student Learning Standards:

- 1.3C12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and content.
- 1.3C.12prof.Pr5a.** Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3B.12acc.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3C.12acc.Pr5a.** Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
- 1.3C12prof.Pr6a.** Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Re7b.** Explain how the analysis of passages and understanding the way the elements of music is manipulated and informs the response to music.
- 1.3D.12acc.Pr6a.** Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal

accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

1.3D.12prof.Pr4c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns.

1.3C.12prof.Pr6b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

1.3C.12prof.Re8a. Explain and support interpretations of the expressive intent and meaning of the musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

Career Readiness, Life Literacies, and Key Skills:

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.1. Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2. Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.CI.3. Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.2.CT.2. Identify possible approaches and resources to execute a plan.

9.4.2.CT.3. Use a variety of types of thinking to solve problems.

9.4.12.TL.1. Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Interdisciplinary Connections and Standards:

2.2.12.MSC.3. Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Unit Understandings:

Students will understand that...

- Consistent practice of concepts learned in previous units culminates with successful ensemble performances.
- Historical and cultural connections help interpret the composer's intent, while shaping your musical expression through the performance.
- Confidence in ensemble performance comes with focused practice and constructive collaboration with teachers and fellow classmates.

Unit Essential Questions:

- How does knowing the composer's background and reasoning for writing our performance piece help us to prepare the music for our concert event?
- How can understanding the time period in which it was written and the traditions that were used to perform our selections help us interpret the music?
- What elements of performance should we consider when collaborating during rehearsals?
- What emotions are we hoping to evoke in our audience with our performance?

Knowledge and Skills:

Students will know...

- The qualities and techniques needed to express themselves while communicating a composition's emotional messages.
- How to use their resources to better understand the traditions used in the practice of performance.
- How to follow a conductor's lead, while effectively communicating with fellow musicians during rehearsals and performances.
- Proper concert etiquette and how to maintain composure during high-pressure performance situations.

Students will be able to...

- Perform music selections with good intonation and accurate pitches of the key signature.
- Express the motifs of the composition with proper phrasing, articulations, and dynamics.
- Follow the conductor's cues to shape the performance.
- Work collectively to improve the elements that produce a strong performance.
- Convey the ideas and the sentimentalities present in the music based on the research of the composition.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Teacher assessments during listening sessions, assignments and rehearsals.
- Peer assessments during class discussions and sectional lessons.
- Discussions and/or examinations on devices used in a composition.
- Examinations and/or assignments on historical and cultural aspects of the performance pieces.
- Observations and evaluations made during sectionals and full ensemble rehearsals.
- Observations and evaluations made after performances.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Small group and full ensemble rehearsals and performances with the teacher and fellow students.
- Discussions of observations made between teachers and students.
- Research of form, style, phrasing, and technique used to capture a true representation of performance pieces.
- Assignments using music recordings and performance videos to increase awareness of the elements used by great musical artists.

RESOURCES

Teacher Resources:

- *Essential Techniques* – Hal Leonard
- *Harmonized Rhythms for Orchestra* – KJOS
- StringSkills.com
- ViolinOnline.com
- ViolaOnline.com
- CelloOnline.com
- StringBassOnline.com
- Standard Solo Repertoire for Violin, Viola, Cello and Bass
- *Daily Warm-ups for String Orchestra* – Michael Allen
- *Expressive Techniques for Orchestra* – Tempo Press
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- Notion

- YouTube
- Google Classroom
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Equipment Needed:

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