

**CURRICULUM**

**FOR**

**MUSIC LESSONS**

**GRADE(S) 9-12**

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

### **ACKNOWLEDGMENTS**

**Joseph Elefante, Program Coordinator for Fine, Performing and Practical Arts**

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

**Meagen Spatz**

**Dr. Tiffany A. Beer, Director of Curriculum and Instruction**

Subject/Course Title:  
**Instrumental Music Lessons**  
Grade(s) **9-12**

Date of Board Adoption:  
**September 20, 2022**

# RAHWAY PUBLIC SCHOOLS CURRICULUM

Music Lessons: Grade(s) 9-12

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	Creating	10 weeks
2	Performing	10 weeks
3	Responding	10 weeks
4	Connecting	10 weeks

## **ACCOMMODATIONS**

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

- 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.

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Creating

**Target Course/Grade Level:** Grades 9-12

**Unit Summary:** All students in Concert Band, Wind Ensemble, and Orchestra must have a weekly small group or private lesson. The weekly lesson is the educational opportunity for students to learn and develop the specific skills required for mastery of their instrument. Skills learned in the lesson are applied to the performance music, learned in the daily rehearsal class. The process of creating music is a varied one. Students learn to see how composers develop ideas for music from chord progressions, melodies, and bass lines. Students have the opportunity to create their own music, both improvised and written down.

**Approximate Length of Unit:** 10 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3.C.1prof.Cr1a.** Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
- 1.3C.12prof.Cr2a.** Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
- 1.3C.12prof.Cr3a.** Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
- 1.3C.12prof.Cr3b.** Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3.** Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10.** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 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.

**Interdisciplinary Connections and Standards:**

**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.
- A. 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.
  - 2. Use the structure of an expression to identify ways to rewrite it.

**NJSLS for ELA:**

- NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 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.

**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.

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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...*

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Unit Essential Questions:**

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

**Knowledge and Skills:**

*Students will know...*

- That composers are influenced by a variety of sources.
- That composers use a variety of strategies to write music.
- Understanding something about the life and career of the composer can help us perform the music.
- Information on musical time periods and stylistic elements.
- Listening is essential to critical assessment and overall musical growth.
- Various sonorities can be created by the combination of various instruments.
- The importance of phrase connection as it relates to breath support.
- How articulations affect the style of music.
- How dynamic contrast affects the impact of the music.



*Students will be able to...*

- Speculate on what the composer's intentions might be for the music they are performing.
- Use their own interpretation to perform in the way they feel honors the composer's intentions.
- Improvise or experiment with composing their own melodies, harmonies, or chord progressions.
- Evaluate performance individually and collectively using accurate music terminology.
- Utilize proper breath support to execute connections between musical phrases with growing consistency.
- Recognize musical elements within the repertoire.
- Explain and demonstrate how articulations are related to style.
- Explain and demonstrate how dynamic contrast relates to phrasing and expression of ideas and emotional content.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly "understand"?*

Students will:

- Perform with steady beat, rhythmic accuracy, and subdivision.
- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Demonstrate growth and accuracy through one-on-one unit assessments with teacher.
- Perform with continued awareness of proper breath control and individual tone.
- Exhibit understanding through performance of long tones, scales and chorales.
- Exhibit use of tuner and aural skills within ensemble rehearsals and individual practice.
- Begin to be able to manipulate instrument as it relates to intonation.
- Perform with proper posture, hand position, dexterity, and breath support and control.
- Exhibit development and increased proficiency through performance of scales, studies, etudes, and repertoire at varied tempi.

Scale performance tests will be held monthly during lessons, and formal performance assessments will be conducted during Final Exams, featuring examples of technical studies and repertoire.

### **Learning Activities:**

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

- Continuous and cumulative listening.
- Selected repertoire will be based on technical ability and be challenging, yet attainable.
- Proper playing position and posture is reinforced during lessons and modeled by the teacher with correct hand and finger placement on instrument.
- Breathing techniques are continually expanded through varied exercises.
- Technical studies and etudes will be practiced regularly in lessons and at home, and transfer will be made from such studies to applicable passages in the ensemble repertoire.

- The practice of scales will happen during every lesson.
- Scales practiced will correspond with the keys of the music being practiced that day, as well as whatever the “Scale of the Month” is for that month.
- Scales will be practiced using various articulations and rhythm patterns and at varying tempi.

## *RESOURCES*

### **Teacher Resources:**

- Online resources such as composer webpages, biographical information and video recordings of professional musicians performing literature.
- Blocher, L. (1996). *Teaching music through performance in band: Volume 1*. GIA Publications.
- Smith, N. E. (2002). *Program Notes for Band*. GIA Publications.
- Lesson books, solo repertoire, and other supplemental materials

### **Equipment Needed:**

- Computer
- Internet
- Sound system
- Music library
- Supplemental materials; various sources

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Performing

**Target Course/Grade Level:** 9-12

**Unit Summary:** All students in Concert Band, Wind Ensemble, and Orchestra must have a weekly small group or private lesson. The weekly lesson is the educational opportunity for students to learn and develop the specific skills required for mastery of their instrument. Skills learned in the lesson are applied to the performance music, learned in the daily rehearsal class. Selection of performance repertoire is based on a variety of factors, including the student's ability, work ethic, and the skills/concepts that are needed to be learned or honed. Students also need to learn how to determine quality repertoire and learn the standard repertoire for their instrument.

**Approximate Length of Unit:** 10 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3C.12prof.Pr4a.** Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b.** Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12prof.Pr4c.** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.
- 1.3C.12prof.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.Pr6b.** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3.** Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.

**9.2.12.CAP.10.** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).

**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.

### **Interdisciplinary Connections and Standards:**

#### **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.

A. 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.
2. Use the structure of an expression to identify ways to rewrite it.

#### **NJSLS for ELA:**

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**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.

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

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

**RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

**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.

**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.

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**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.

**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...*

- There are pieces which form accepted standard repertoire for every instrument.
- Performers' interest in and knowledge of musical works, their understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

**Unit Essential Questions:**

- How do performers select repertoire?
- Why are certain pieces considered "standard" repertoire or certain lesson books accepted as the gold standard for that instrument?
- When is a performance judged ready to present?
- How do musicians improve the quality of their performance?
- How do context and the manner in which musical work is presented influence audience response?

**Knowledge and Skills:**

*Students will know...*

- Certain pieces of music which are standard repertoire for their instrument.
- Etudes, Technical Studies, or Solo Excerpts that are considered standard for their instrument.
- How to approach learning solo repertoire.

*Students will be able to...*

- Perform etudes, technical studies, and solo excerpts from standard methods for their instrument.
- Perform level appropriate standard solo literature for their instrument.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

Students will:

- Perform level appropriate standard solo literature for their instrument.
- Perform with steady beat, rhythmic accuracy, and subdivision.
- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Demonstrate growth and accuracy through one-on-one unit assessments with teacher
- Perform with continued awareness of proper breath control and individual tone.
- Exhibit understanding through performance of long tones, scales, and chorales.
- Exhibit use of tuner and aural skills within ensemble rehearsals and individual practice.
- Begin to be able to manipulate instrument as it relates to intonation.
- Perform with proper posture, hand position, dexterity, and breath support and control.
- Exhibit development and increased proficiency through performance of scales, studies, etudes, and repertoire at varied tempi.

Scale performance tests will be held monthly during lessons, and formal performance assessments will be conducted during Final Exams, featuring examples of technical studies and repertoire.

### **Learning Activities:**

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

- Continuous and cumulative listening.
- Selected repertoire will be based on technical ability and be challenging yet attainable.
- Proper playing position and posture is reinforced during lessons and modeled by the teacher with correct hand and finger placement on instrument.
- Breathing techniques are continually expanded through varied exercises.
- Technical studies and etudes will be practiced regularly in lessons and at home, and transfer will be made from such studies to applicable passages in the ensemble repertoire.
- The practice of scales will happen during every lesson.
- Scales practiced will correspond with the keys of the music being practiced that day, as well as whatever the “Scale of the Month” is for that month.
- Scales will be practiced using various articulations and rhythm patterns and at varying tempi.

## *RESOURCES*

### **Teacher Resources:**

- Online resources such as composer webpages, biographical information and video recordings of professional musicians performing literature.
- Blocher, L. (1996). *Teaching music through performance in band: Volume 1*. GIA Publications.
- Smith, N. E. (2002). *Program Notes for Band*. GIA Publications.
- Lesson books, solo repertoire, and other supplemental materials

### **Equipment Needed:**

- Computer
- Internet
- Sound system
- Music library
- Supplemental materials; various sources

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Responding

**Target Course/Grade Level:** 9-12

**Unit Summary:** All students in Concert Band, Wind Ensemble, and Orchestra must have a weekly small group or private lesson. The weekly lesson is the educational opportunity for students to learn and develop the specific skills required for mastery of their instrument. Skills learned in the lesson are applied to the performance music, learned in the daily rehearsal class. Music is the expression of a people. Music reflects the culture, thoughts and understandings of the place and time in which it is created. Music is created in response to the world around the composer; it is performed in response to the world around the performer.

**Approximate Length of Unit:** 10 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3C.12prof.Re7a.** Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12prof.Re7b.** Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
- 1.3C.12prof.Re8a.** Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
- 1.3C.12prof.Re9a.** Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.2.12.CAP.3.** Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
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**9.4.12.CT.2.** Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

**Interdisciplinary Connections and Standards:**

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- 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.
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  - 1. Interpret expressions that represent a quantity in terms of its context.
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- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 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.

**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...*

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers convey ideas, thoughts, and feelings.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

### **Unit Essential Questions:**

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

### **Knowledge and Skills:**

*Students will know...*

- Definitions of musical terminology.
- Scales, chords, and key signatures.
- Why musical vocabulary is essential to critical assessment.
- Certain identifiable genre characteristics.
- Relevant information about the country, culture, and composer of the music they are learning.
- How to engage in discourse about a piece or style of music.

*Students will be able to...*

- Define musical terms and apply in performance.
- Identify and interpret symbols, stylistic elements, terminology and apply in performance.
- Critically evaluate performance.
- Recognize learned genres within the repertoire.
- Identify learned tonal centers, key signatures, scales, and chords.
- Bring elements from their family's cultural heritage into the performance of their music.
- Share information about their family's culture through its traditional music genres.
- Engage in discourse with peers in the ensemble about the music being rehearsed.

## *EVIDENCE OF LEARNING*

### **Assessment:**

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

Students will:

- Define and interpret musical terms and symbols and apply to performance.
- Develop an awareness of correlation among musical genres as they relate to the overall performance.
- Identify basic key signatures, chords, and tonality.
- Compare and contrast different musical styles.
- Critically evaluate through self-assessment, question and answer, listening, and recording.
- Demonstrate growth and accuracy through one-on-one unit assessment with teacher.

Scale performance tests will be held monthly during lessons and formal performance assessments will be conducted at Final Exams, featuring examples of what is being studied in lessons.

### **Learning Activities:**

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

- Terminology will be explained and defined in relation to repertoire.
- Through question and answer, listening and performing (alone and together) students will have a better understanding of terminology, tonality, chords, and genres within repertoire
- Teacher will question students throughout lesson to develop self-evaluation skills.
- Students will be asked to define music terms and performance indications and know how to use resources to aid in this task.
- Students will use YouTube and other online sources to find representative musical examples.
- Students will have discourse with peers about the music being learned.
- Students will share traditional music from their family’s cultural heritage and engage in discourse with peers about that heritage.

## *RESOURCES*

### **Teacher Resources:**

- Harvard/Oxford Dictionary of Music
- MusicFirst apps and resources
- Online master classes

- YouTube and other online sources

**Equipment Needed:**

- Computer
- Sound system
- Music library
- Various supplemental materials

## *UNIT OVERVIEW*

**Content Area:** Instrumental Music

**Unit Title:** Connecting

**Target Course/Grade Level:** 9-12

**Unit Summary:** All students in Concert Band, Wind Ensemble, and Orchestra must have a weekly small group or private lesson. The weekly lesson is the educational opportunity for students to learn and develop the specific skills required for mastery of their instrument. Skills learned in the lesson are applied to the performance music learned in the daily rehearsal class. Musicianship is the art of musical expression. Artistry in music, the ability of the performer to effectively and genuinely discern and convey the intentions of the composer, is the ultimate goal. The ability to express oneself artistically, an ability so prized and sought after, comes through continual immersion in the art, study and reflection, and an ability to make decisions and take risks. In this unit, students will be challenged to start gaining automaticity in their technique and allowing themselves to begin connecting with the music on a personal level and expressing those connections to the audience.

**Approximate Length of Unit:** 10 weeks, however as music learning is cumulative and overlapping, it is therefore understood that all unit material will be taught concurrently throughout the course of the school year.

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

- 1.3B.12prof.Cn10a.** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
- 1.3B.12prof.Cn11a.** 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:**

- 9.2.12.CAP.3.** Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5.** Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.10.** Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
- 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.

## **Interdisciplinary Connections and Standards:**

### **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.
- A. 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.
  - 2. Use the structure of an expression to identify ways to rewrite it.

### **NJSLS for ELA:**

- NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

- NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RST.11-12.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- 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.
- 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...*

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

## **Unit Essential Questions:**

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

## **Knowledge and Skills:**

*Students will know...*

- Information on musical time periods and stylistic elements.
- Listening is essential to critical assessment and overall musical growth.
- various sonorities can be created by the combination of various instruments.
- The importance of phrase connection as it relates to breath support.
- How articulations affect the style of music.
- How dynamic contrast affects the impact of the music.

*Students will be able to...*

- Evaluate performance individually and collectively using music terminology.
- Utilize proper breath support to execute connections between musical phrases with growing consistency.
- Recognize musical elements within the repertoire.
- Explain and demonstrate how articulations are related to style.
- Explain and demonstrate how dynamic contrast relates to phrasing and expression of ideas and emotional content.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

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

Students will:

- Perform with increased understanding of musical elements and style.
- Exhibit increased awareness of correlation among musical elements as they relate to the overall performance.

- Critically evaluate through self-assessment, question and answer, listening and recording.
- Individually monitor student growth and accuracy through one-on-one unit assessment with teacher.

Opportunities for solo and small ensemble performances are provided throughout the year, including but not limited to auditioning for CJMEA Region Band/NJ All-State Band, RHS Cabaret Night, and Rahway Day. Formal performance assessments in which students are evaluated on their performance of solo literature happen at Final Exams.

### **Learning Activities:**

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

- Using a variety of teaching strategies, historical time periods will be reviewed and further examined.
- Through listening, question and answer, and performance, students will have a better understanding of repertoire.
- Phrase structure and form is introduced and studied in lessons.
- Teacher will question students throughout lessons to develop self-evaluation skills.
- Students will continue to utilize YouTube and other online sources to acquire musical examples and podcasts.
- Selected repertoire is based on technical ability and should be challenging, yet attainable.
- Cumulative listening will continue to reiterate concepts of musical elements.
- Students will be asked to research composers and musical time periods, as well as finding relevant information about the specific music they are studying.

## ***RESOURCES***

### **Teacher Resources:**

- Online resources such as composer webpages, biographical information, and video recordings of professional musicians performing literature.
- MusicFirst apps and resources
- Online masterclasses

### **Equipment Needed:**

- Computer
- Internet
- Sound system
- Music library
- Supplemental materials; various sources