



HS MUSIC CURRICULUM

**Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210**

Born: August 2022

High School Band and Choir

Grades 9-12

The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills.

This course adheres to The New Jersey Student Learning Standards – Visual and Performing Arts which are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission: To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision: All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of different ethnic, racial, and cultural perspectives;
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential.

Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others.

All lessons in this course will follow the NJSLs that allow students to CREATE by:

- Imagining
- Planning and Making
- Evaluating and Refining

All lessons in this course will follow the NJSLS that allow students to PERFORM by:

- Selecting, Analyzing, and Interpreting
- Rehearsing, Evaluating and Refining
- Presenting

All lessons in this course will follow the NJSLS that allow students to RESPOND by:

- Selecting and Analyzing
- Interpreting
- Evaluating

All lessons in this course will follow the NJSLS that allow students to CONNECT by:

- Interconnecting

Band and Choir provides students with the opportunity to engage in both the study of instrumental *and* vocal performance. Students can participate in band and/or choir facilitating instruction in the areas of instrumental and/or vocal performance. Intonation, tone, technical facility, breath control, ensemble playing/singing, phonation, formation of vowels and consonants, rhythm accuracy, and sight-reading of music are emphasized. The music selections challenge students to develop their expertise as instrumentalists and vocalists in a cooperative environment.

Also available to students in Band and Choir courses are extracurricular activities including: Pep/Parade Band, Jazz Ensemble, and various ensembles and solo opportunities.

This course is designed to meet the needs of students in grades 9-12 in the musical arts.

Objectives

Course Outline:

- Evaluate and respond to musical performances of our ensemble as well as other school bands at competitions, festivals and recordings by drawing on aesthetic concepts.
- Listen perceptively to music, distinguishing such elements as pitch, melody, harmony, rhythm, timbre, structure, and dynamics, as these relate to the expressive whole.
- Demonstrate an awareness of music as a means of communication and expression.
- Demonstrate an awareness of music of varied styles and historical periods, as well as the contributions by women and minorities.
- Make personal aesthetic judgments based on musical knowledge.
- Express oneself musically while adding to the group performance through playing an instrument with the group.
- Demonstrate a mastery of traditional musical notation.
- Appreciate and develop respect for creators, performers, and various styles of music.

- Identify and describe, using appropriate terminology, various musical forms, materials and composition techniques from different historical periods.
- Explore various career possibilities available in the music field.
- Demonstrate understanding and familiarity of select major and minor scales and an ability to articulate complex rhythmic and melodic notation.
- Advance technical proficiency on respective instruments.
- Ability to demonstrate the following elements of music:
 - Pitch recognition
 - Duration of pitch
 - Intensity
 - Tone color (i.e., identification of voices and instruments)
 - Sight singing/Sight reading
 - Scales
 - Intervals
 - Triads
 - Articulation
- Demonstrate understanding of:
 - Tempo markings: understanding of Maelzel Metronome markings as well as an understanding of the terms referring to tempo in both Italian and English.
 - Dynamic markings: knowledge of the customary markings used in music to show degrees of volume: p being soft, and f loud.
 - Style of music: knowledge of, and a familiarity with, the many styles represented throughout choral/band literature such as Renaissance, Baroque, Classical, Romantic, 20th Century, Jazz, Show/Broadway Music and Popular Music.
- Demonstrate Instrumental/Vocal Proficiency in:
 - Knowledge of student's respective vocal part (soprano, alto, tenor or bass) for each choral piece currently being learned for performance
 - Growth in vocal ability and expression commensurate with length of time in choir
 - Familiarity with, and implementation of, proper performance etiquette (i.e. lining up, singing in proper section, following dress code for each concert, having materials on hand.

Student Outcomes:

After successfully completing this course, the student will be able to:

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| <ul style="list-style-type: none"> • Sing or play on instruments • Demonstrate rhythms • Critique peer performances • Critique professional performances • Record and self-evaluate their own performances |
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- Teacher presentation of choral/instrumental pieces
- Teacher presentation of material in theory book
- Perform daily group warm-up exercises
- Listen to various styles of music
- Teacher demonstration and reinforcement of proper diction and expression
- Apply elements of various styles to one's own performance ability
- Learn and apply elements of music theory
- Apply teacher demonstration and reinforcement of proper diction or articulation and expression
- Apply teacher diagnostic of each student's voice and vocal technique or band instrument playing technique

Suggested Activities

- Singing or playing
- Matching pitch to a tuner
- Using a metronome
- Matching pitch to another instrument
- Field trips
- Professional performances
- Performance based festivals
- Performance in school Winter and Spring Concerts
- Performing a solo in any school performance
- Performing outside of school such as Graduation and other concerts
- Performing outside of school in local choirs, or student performance groups

Methodologies

Career Readiness, Life Literacies, and Key Skills Mission: Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and successfully meet challenges and opportunities in an interconnected global economy.

Vision: An education in career readiness, life literacies and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success
- Uses effective communication and collaboration skills and resources to interact with a global society
- Possesses financial literacy and responsibility at home and in the broader community
- Plans, executes, and alters career goals in response to changing societal and economic conditions
- Seeks to attain skill and content mastery to achieve success in a chosen career path

Career Readiness, Life Literacies, and Key Skills are intended to:

- Promote the development of curricula and learning experiences that reflect the vision and mission of Career Readiness, Life Literacies, and Key Skills
- Foster greater coherence and appropriate progressions across grade bands
- Establish meaning connections among the major areas of study
- Prioritize the important ideas and core processes that are central and have lasting value beyond the classroom
- Reflect the habits of mind central to Career Readiness, Life Literacies, and Key skills that lead to post-secondary success

A wide variety of methodologies in this course will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated while paying special attention to the skills. Codes refer to the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills.

- Cooperative learning groups CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Differentiated instruction methods CRLKSP2, CRLKSP6, CRLKSP8
- Workshop approach CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Individual assignments CRLKSP2, CRLKSP4
- Whole class instruction CRLKSP2, CRLKSP4
- Small group instruction CRLKSP1, CRLKSP4, CRLKSP5, CRLKSP6, CRLKSP8, CRLKSP9
- Technology-aided instruction CRLKSP2, CRLKSP4, CRLKSP8
- Peer-to-peer instruction CRLKSP1, CRLKSP4, CRLKSP9

Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline demands varied access to any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts/Social Studies - Research of historically significant artists and review of critical analyses - RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts; RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- Humanities
- Mathematics
- Psychology
- Science

- Technology
- Appropriate and competent use of relevant websites and digital software and equipment
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress
- Presentation and exploration of related career possibilities
- Working in teams to create group based learning activities and projects
CRLKSP1
- Application of skills learned in class to project based activities CRLKSP2

Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students. Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk and Students with 504 Plans)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

Curriculum Map/Pacing Guide Band

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit Name: Introduction to Musicianship Description of Unit Fundamental exercises and basic	Number of weeks 4	<i>For Support:</i> <ul style="list-style-type: none"> • Students with disabilities-Modify melodic and rhythmic complexity, 	NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Performance assessments with homogenous instruments.

<p>music theory/Musicianship These Concert Selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create opportunities for an introduction to fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by the dynamic of the large ensemble class.</p> <ul style="list-style-type: none"> • Materials in Unit-Composed/Transposed Parts and scores or large ensemble works ranging in levels of difficulty and responsibilities, Instruments, method books, Music theory and performance support websites • Objective of Unit- to answer the following essential questions through study and performance. <p>How do the essential elements of music</p>		<p>Instrument choice, Individual lesson assignments, Interactive online support resources.</p> <ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • ESL- Utilize global musical language and symbols in instruction. • Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Explore works in media and culture, create individual opportunities for composition and advanced performance 	<p>standards are acceptable as well.) 1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.3 9.2 & 9.4 Standards 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<ul style="list-style-type: none"> • Practice journals- students record their time on task outside of class and record levels of progress and proficiency. <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Individual performance assessments with and without a variety of musical support.
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<p>relate to music production? How does the individual instrumentalist/Part relate to the overall piece? What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? What tools and techniques should one employ to achieve a high level of proficiency? Why is music important to the individual, professional and society as a whole?</p>				
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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name: Fall Concert Large Works Description of Unit Multiple Concert Selections These Concert Selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create opportunities</p>	<p>Number of weeks 12</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Students with disabilities-Modify melodic and rhythmic complexity, Instrument choice, Individual lesson assignments, Interactive online support resources. 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.) 1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c</p>	<p><i>Formative Assessment:</i> Performance assessments with homogenous instruments. Practice journals- students record their time on task outside of</p>

<p>for in-depth study of the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by the dynamic of the large ensemble class.</p> <ul style="list-style-type: none"> • Materials in Unit- Composed/Transposed Parts and scores or large ensemble works ranging in levels of difficulty and responsibilities, Instruments, method books, Music theory and performance support websites • Objective of Unit- to answer the following essential questions through study and performance- How do the essential elements of music relate to music production? How does the individual instrumentalist/Part relate to the overall piece? What limits/special considerations does the individual 		<ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • ESL- Utilize global musical language and symbols in instruction. • Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Explore works in media and culture, create individual opportunities for composition and advanced performance 	<p>1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.3 <i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>class and record levels of progress and proficiency. <i>Summative Assessment:</i> Individual performance assessments with and without a variety of musical support. The final assessment (concert) is recorded and assessed as well.</p>
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<p>instrument possess and how should one prepare to compensate for them? What tools and techniques should one employ to achieve a high level of proficiency? Why is music important to the individual, professional and society as a whole?</p>				
<p>Unit Topic</p>	<p>Time Allocated</p>	<p>Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students</p>		<p>Assessments</p>
<p>Unit Name: Relating Music to History and Culture Description of Unit Multiple Concert Selections These Concert Selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create opportunities for in-depth study of the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve</p>	<p>Number of weeks 6</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Students with disabilities- Modify melodic and rhythmic complexity, Instrument choice, Individual lesson assignments, Interactive online support resources. • Peer mentoring on problems • Differentiated teacher feedback on assignments • ESL- Utilize global musical language and symbols in instruction. 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.) 1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.3 9.2 & 9.4 Standards</p>	<p><i>Formative Assessment:</i> Performance assessments with homogenous instruments. Practice journals- students record their time on task outside of class and record levels of progress and proficiency. <i>Summative Assessment:</i> Individual performance</p>

<p>a high level of proficiency and are driven to do so by the dynamic of the large ensemble class. - D&I Mandate, AAPI Mandate</p> <ul style="list-style-type: none"> Materials in Unit- Composed/Transposed Parts and scores or large ensemble works ranging in levels of difficulty and responsibilities, Instruments, method books, Music theory and performance support websites Objective of Unit- to answer the following essential questions through study and performance- <p>How do the essential elements of music relate to music production? How does the individual instrumentalist/Part relate to the overall piece? What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? What tools and techniques should one employ to achieve a</p>		<ul style="list-style-type: none"> Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Explore works in media and culture, create individual opportunities for composition and advanced performance 	<p>9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>assessments with and without a variety of musical support. The final assessment (concert/performance) is recorded and assessed as well.</p>
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high level of proficiency? Why is music important to the individual, professional and society as a whole?				
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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name: Spring Concert Large Works Description of Unit</p> <p>Multiple Concert Selections These Concert Selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create opportunities for in-depth study of the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by the dynamic of the large ensemble class.</p> <ul style="list-style-type: none"> Materials in Unit- Composed/Transposed Parts and scores or 	<p>Number of weeks 12</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Students with disabilities-Modify melodic and rhythmic complexity, Instrument choice, Individual lesson assignments, Interactive online support resources. Peer mentoring on problems Differentiated teacher feedback on assignments ESL- Utilize global musical language and symbols in instruction. Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a</p> <p><i>8.1 & 8.2 Standards</i> 8.1.12.DA.3 <i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2</p>	<p><i>Formative Assessment:</i> Performance assessments with homogenous instruments. Practice journals- students record their time on task outside of class and record levels of progress and proficiency.</p> <p><i>Summative Assessment:</i> Individual performance assessments with and without a variety of musical support. The final assessment</p>

<p>large ensemble works ranging in levels of difficulty and responsibilities, Instruments, method books, Music theory and performance support websites</p> <ul style="list-style-type: none"> • Objective of Unit- to answer the following essential questions through study and performance- <p>How do the essential elements of music relate to music production? How does the individual instrumentalist/Part relate to the overall piece? What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? What tools and techniques should one employ to achieve a high level of proficiency? Why is music important to the individual, professional and society as a whole?</p>		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Explore works in media and culture, create individual opportunities for composition and advanced performance 	<p>9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLKSP 3 CRLKSP 4 CRLKSP 5 CRLKSP 9</p>	<p>(concert) is recorded and assessed as well.</p>
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Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Unit Name: Evaluating and creating works of music through performance Description of Unit Multiple Varied Ensemble Selections These Selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create an opportunity for in-depth, interactive peer study of the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by the dynamic of the large ensemble class.</p> <ul style="list-style-type: none"> Materials in Unit- Composed/Transposed Parts and scores or ensemble works ranging in levels of difficulty and responsibilities, Instruments, method books, Music theory 	Number of weeks 6	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Students with disabilities-Modify melodic and rhythmic complexity, Instrument choice, Individual lesson assignments, Interactive online support resources. Peer mentoring on problems Differentiated teacher feedback on assignments ESL- Utilize global musical language and symbols in instruction. Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Explore works in media and culture, create individual opportunities for composition and 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a</p> <p><i>8.1 & 8.2 Standards</i> 8.1.12.DA.3</p> <p><i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLSKP 3</p>	<p><i>Formative Assessment:</i> Performance assessments with homogenous instruments. Practice journals- students record their time on task outside of class and record levels of progress and proficiency.</p> <p><i>Summative Assessment:</i> Individual performance assessments with and without a variety of musical support. The final assessment (concert) is recorded and assessed as well.</p>

<p>and performance support websites</p> <ul style="list-style-type: none"> • Objective of Unit- to answer the following essential questions through study and performance- <p>How do the essential elements of music relate to music production? How does the individual instrumentalist/Part relate to the overall piece? What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? What tools and techniques should one employ to achieve a high level of proficiency? Why is music important to the individual, professional and society as a whole?</p>		<p>advanced performance</p>	<p>CRLLSKP 4 CRLLSKP 5 CRLLSKP 9</p>	
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Choir

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, Students with 504 Plans, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Introduction to Singing Materials</p> <ul style="list-style-type: none"> • Various Choral Octavos • Sight-singing exercises • Music theory books <p>Objective: Students will gain an understanding of how to sing with proper vocal technique. The unit will provide an introduction to the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by</p>	<p>4 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Individual lesson assignments • Interactive online support resources. • Peer mentoring on problems • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • ESL- Utilize global musical 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a</p> <p><i>8.1 & 8.2 Standards</i> 8.1.12.DA.1</p> <p><i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1</p>	<p><i>Formative Assessment:</i> Quizzes Homework Classwork Class Participation Journals Music Theory Workbook</p> <p><i>Summative Assessment:</i> Sight-singing Test- Students will be write counts in for a written rhythm and perform it accurately. Students will write in the solfege for a written melody and sing it accurately</p>

<p>the dynamic of the large ensemble class.</p>		<p>language and symbols in instruction.</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Offer solo and musical leadership responsibilities • Tiered assignments • Enhanced expectations for independent study • Adjusting the pace of lessons • Higher-order thinking skills • Student-driven • Real-world problems and scenarios. 	<p>9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5 CRLSKP 9</p>	
<p>Winter Concert Materials</p> <ul style="list-style-type: none"> • Various Choral Octavos • Sight-singing exercises • Music Theory books <p>Objective: To answer the following essential questions through study and performance.</p> <ul style="list-style-type: none"> • How do the essential elements 	<p>12 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Individual lesson assignments, • Interactive online support resources. • Peer mentoring on problems • Differentiated teacher feedback on assignments • Tiered assignments • Scaffolding of materials and assignments 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b</p>	<p><i>Formative Assessment</i> Tests Quizzes Homework Classwork Class Participation Journals Music Theory Workbook</p> <p><i>Summative Assessment:</i> Performance Test Students will record themselves</p>

<p>of music relate to music production?</p> <ul style="list-style-type: none"> • How does then individual instrumentalist/Part relate to the overall piece? • What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? • What tools and techniques should one employ to achieve a high level of proficiency? • Why is music important to the individual, professional and society as a whole? 		<ul style="list-style-type: none"> • Re-teaching and review • Exemplars of varied performance levels • Authentic assessments • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • ESL- Utilize global musical language and symbols in instruction. <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Offer solo and musical leadership responsibilities • Explore works in media and culture • Create individual opportunities for composition and advanced performance • Tiered assignments • Enhanced expectations for independent study • Adjusting the pace of lessons 	<p>1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.1 9.2 & 9.4 Standards 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5 CRLSKP 9</p>	<p>singing one of the selections and complete a reflection form/rubric. Participation in Winter Concert- Students will self-evaluate their knowledge and performance of the repertoire using an established performance rubric. I will complete the rubric as well based on individual singing in vocal lessons.</p>
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		<ul style="list-style-type: none"> • Higher-order thinking skills • Interest-based content • Student-driven • Real-world problems and scenarios 		
<p>Relating music to history and culture</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chrome books • Various Choral Octavos <p>Objectives:</p> <p>The students are able to research how the music we sing relates to different cultures and/or time periods. D&I Mandate, AAPI Mandate</p>	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • Tiered assignments • Scaffolding of materials and assignments • Authentic assessments • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Tiered assignments • Topic selection by interest • Enhanced expectations for independent study • Adjusting the pace of lessons • Higher-order thinking skills 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a</p> <p><i>8.1 & 8.2 Standards</i> 8.1.12.DA.1</p> <p><i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4</p>	<p><i>Formative Assessment:</i> Homework Classwork Class Participation Writing Assignments Oral Presentations Journals</p> <p><i>Summative Assessment:</i> Individual Projects, Presentations and Reports Group Projects, Presentations and Reports Technology Projects Students will research a piece that we have or will perform and present its historical/cultural importance.</p>

		<ul style="list-style-type: none"> • Interest-based content • Student-driven • Real-world problems and scenarios 	CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5 CRLSKP 9	
Spring Concert Materials <ul style="list-style-type: none"> • Various Choral Octavos • Sight-singing exercises • Music Theory books <p>Objective: To answer the following essential questions through study and performance.</p> <ul style="list-style-type: none"> • How do the essential elements of music relate to music production? • How does then individual instrumentalist/Part relate to the overall piece? • What limits/special considerations does the individual instrument possess and how should one prepare to compensate for them? • What tools and techniques should one employ to achieve a high 	12 Weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Individual lesson assignments • Interactive online support resources. • Peer mentoring on problems • Differentiated teacher feedback on assignments • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Authentic assessments • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • ESL- Utilize global musical language and 	NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.) 1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a 1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.1 9.2 & 9.4 Standards 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLSKP 3 CRLSKP 4	<i>Formative Assessment</i> Tests Quizzes Homework Classwork Class Participation Journals Music Theory Workbook <i>Summative Assessment:</i> Performance Test Students will record themselves singing one of the selections and complete a reflection form/rubric. Participation in Winter Concert- Students will self-evaluate their knowledge and performance of the repertoire using an established performance rubric. I will complete the rubric as well based on

<p>level of proficiency?</p> <ul style="list-style-type: none"> • Why is music important to the individual, professional and society as a whole? 		<p>symbols in instruction.</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Modify melodic and rhythmic complexity • Offer solo and musical leadership responsibilities • Explore works in media and culture, create individual opportunities for composition and advanced performance • Tiered assignments • Enhanced expectations for independent study • Adjusting the pace of lessons • Higher-order thinking skills • Student-driven • Real-world problems and scenarios 	<p>CRLLSKP 5 CRLLSKP 9</p>	<p>individual singing in vocal lessons.</p>
<p>Unit Name: Evaluating and creating works of music through performance</p> <p>Materials</p> <ul style="list-style-type: none"> • Various Choral Octavos • Sight-singing exercises • Music Theory books 	<p>6 Weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Students with disabilities- Modify melodic and rhythmic complexity, Instrument choice, Individual lesson assignments, Interactive online support resources. 	<p>NJSLS: (*Students will strive to meet advanced standards, however accomplished, proficient, intermediate, or novice standards are acceptable as well.)</p> <p>1.3C.12adv.Cr1a 1.3C.12adv.Cr2a 1.3C.12adv.Cr3a 1.3C.12adv.Cr3b 1.3C.12adv.Pr4a 1.3C.12adv.Pr4b 1.3C.12adv.Pr4c 1.3C.12adv.Pr5a</p>	<p><i>Formative Assessment:</i> Homework Classwork Class Participation Writing Assignments Oral Presentations Journals</p> <p><i>Summative Assessment:</i></p>

<p>Objectives: Students will demonstrate knowledge of the fundamental elements of music (Melody, Harmony, Pitch, Rhythm and Timbre) as it relates to individual and ensemble performance. These selections offer an appropriate level of rigor to challenge all levels of musicianship appropriately. They create an opportunity for in-depth, interactive peer study of the fundamental elements of music as it relates to individual and ensemble performance. Students are required to achieve a high level of proficiency and are driven to do so by the dynamic of the large ensemble class.</p>		<ul style="list-style-type: none"> • Peer mentoring on problems • Differentiated teacher feedback on assignments • Tiered assignments • Scaffolding of materials and assignments • Re-teaching and review • Exemplars of varied performance levels • Authentic assessments • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • ESL- Utilize global musical language and symbols in instruction. • Gifted and talented students- Modify melodic and rhythmic complexity, offer solo and musical leadership responsibilities <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Explore works in media and culture, create 	<p>1.3C.12adv.Pr6a 1.3C.12adv.Pr6b 1.3C.12adv.Re7a 1.3C.12adv.Re7b 1.3C.12adv.Re8a 1.3C.12adv.Re9a 1.3C.12adv.Cn10a 1.3C.12adv.Cn11a <i>8.1 & 8.2 Standards</i> 8.1.12.DA.1 <i>9.2 & 9.4 Standards</i> 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.8 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.1 9.4.12.DC.2 9.4.12.DC.3 9.4.12.TL.3 9.4.12.TL.4 CRLKSP 1 CRLSKP 3 CRLSKP 4 CRLSKP 5 CRLSKP 9</p>	<p>Individual Projects, Presentations and Reports Group Projects, Presentations and Reports Technology Projects Final Project Options: Students will evaluate a choral performance. Students will learn a piece of music on their own (either in groups or individually) and present it to the class. Students will design their own concert and present it to the class</p>
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		<p>individual opportunities for composition and advanced performance</p> <ul style="list-style-type: none">• Tiered assignments• Topic selection by interest• Enhanced expectations for independent study• Adjusting the pace of lessons• Higher-order thinking skills• Interest-based content• Student-driven• Real-world problems and scenarios		
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