

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Strings	Grade Level(s): 7 & 8
Department: Music	Credits: N/A
BOE Adoption Date: October 2016	Revision Date(s): October 2019

ABSTRACT

Seventh and Eighth Grade Orchestra provides students with learning and performance opportunities on violin, viola, cello and bass. The main focus of the coursework is to develop proficiency in the basic skills necessary for effective instrumental music performance. In this class students participate in graduated grouping progressing from individual to small groups in order to acquire and practice the skills necessary to successfully perform in large group ensembles. In this grouping structure students learn, and apply the following topics and skills: rhythm (pitch, timing, note recognition, meter, tempo, clef recognition), ear-training and musical vocabulary ear training, bowing technique, timing, rhythmic development, reading and notation skills, introduction of scales, music theory, equipment care and maintenance and finally, effective practice habits. At the completion of this course, students will have the skills necessary to actively participate in large group ensembles such as the High School Orchestra.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJ SLS).

Curriculum & Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with South Harrison Township Elementary

The ultimate goal of the newly established shared curriculum service with South Harrison Township Elementary is to provide clearly coherent curriculum for grades K-12 to enhance student growth and achievement and provide learning experiences that assist in providing an inherent love of learning. With true vertical and horizontal curricular alignment all students will be effectively prepared for their arrival onto the campus of Kingsway Regional Middle School. Through this shared vision, both school districts are able to work earlier and more productively with students to ensure they are properly equipped with the knowledge and skills necessary to be successful in college and career upon graduation from high school. The alignment of curriculum K-12 safeguards countless benefits for our children; it is the very foundation for the improved teaching and learning that is our goal as educators, parents, and community members. Most notably, an aligned curriculum K-12 creates a common ownership and understanding of what must be taught and learned at each grade level for each subject area. No matter where a student attends, the curriculum requirements are the same across buildings, grade levels and teachers. Additionally, an aligned curriculum serves to provide valuable information to parents who will know what each child is expected to learn while in the classroom.

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
- 6. Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
- 7. Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
- 8. Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress

through a unit. Learning goals correlate specifically to the New Jersey Student Learning Standards (NJSLS) are noted within each unit.

9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the New Jersey Student Learning Standards (NJSLS) by providing an example from which to work and/or a product for implementation.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSLS (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*
15. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21st Century Skills:** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: 7th and 8th Grade Orchestra

Prerequisite(s):

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1:</p> <p>Understanding Musical Concepts and Theory</p>	<p>2 weeks</p> <p>September</p>	<p>NJ SLS VPA. 1.1.8.B.2</p> <p>NJ SLS VPA. 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will understand that identifying musical elements is the key to music literacy. • Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music. • Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. • Students will be able to apply their knowledge of musical elements through the performance of music. 	<ul style="list-style-type: none"> • Students will read written musical notations i.e. staff, clef, and pitch identification • Students will demonstrate rhythm, beat and rests • Students will recognize and apply time signature, meter and note duration when playing • Students will recognize and use musical vocabulary and application appropriately.
<p>Unit 2:</p> <p>Instrument Care and Finger Placement</p>	<p>2 Weeks</p> <p>End of September- Beginning of October</p>	<p>NJ SLS VPA. 1.1.8.B.2</p> <p>NJ SLS VPA. 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will understand how to string their own instrument. • Students will understand the necessity of proper finger placement. 	<ul style="list-style-type: none"> • Students will be able to identify the different parts of the instrument • Students will be able to tune their instruments to the correct pitch and tone • Students will be able to

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will be able to tune their instrument. 	<ul style="list-style-type: none"> demonstrate the correct “stringing” for their instruments Students will be able to demonstrate the correct general care and use of their instrument
Unit 3: Individual Performance	14 Weeks October- January	NJ SLS VPA. 1.3.8.B.1 NJ SLS VPA. 1.3.8.B.2 NJ SLSVPA. 1.3.8.B.3	<ul style="list-style-type: none"> Students will synthesize the basic musical concepts learned into the performance of a musical composition. Students will be able to perform alone and in front of others. Students be able to use musical vocabulary to critique the performance of others. 	<ul style="list-style-type: none"> Students will be able to perform alone and in small groups and demonstrate the ability to perform music in unison with others performers. Students will be able to demonstrate skills and understanding of the musical concepts practiced in solo and small group performance. Students will be able to perform music accurately and expressively. Students will be able to differentiate between different musical styles. Students will be able to participate in peer to peer critique of performance
Unit 4: Group Performance and preparation for a concert.	17 Weeks End of January- June	NJ SLS VPA. 1.3.8.B.1 NJ SLS VPA. 1.3.8.B.2 NJ SLS VPA. 1.3.8.B.3	<ul style="list-style-type: none"> Students will synthesize the basic musical concepts learned into the performance of an arranged orchestral musical composition. 	<ul style="list-style-type: none"> Students will be able to perform their individual part within the large group. Students will be able to apply musical concepts

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> • Students will be able to perform in a large group. • Students will be able to perform an individual part in a large group setting. • Students be able to use musical vocabulary to critique the performance of the entire orchestra. 	<p>through large group performance.</p> <ul style="list-style-type: none"> • Students will be able to perform music accurately and expressively. • Students will be able to differentiate between different musical styles • Students will be able to participate in peer to peer critique and reflect on their individual contribution to the overall performance of the orchestra.
<p>Unit 5: Concert Critique</p>	<p>1 Week End of June</p>	<p>NJ SLS VPA 1.4.8.A.1 NJ SLS VPA. 1.4.8.B.2</p>	<ul style="list-style-type: none"> • Students will be able to reflect upon and critique the concert performance. • Students will critique both the group performance and their individual performance. 	<ul style="list-style-type: none"> • Students will be able to participate in peer to peer critique. • Students will be able to reflect on their individual contribution to the overall performance of the orchestra • Students will be able to critique a large ensemble performance such as a concert performance • Students will be able to contribute to performance analysis using constructive criticism

Unit: 1 Understanding Musical Concepts and Theory	Recommended Duration: 2 Weeks- September
Unit Description: This unit is intended to introduce students to the basic elements of music theory. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course, pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts through writing musical documents and critiquing the work of others.	

Essential Questions:	Enduring Understandings:
<p>Why is it important for students to learn and understand music theory?</p> <p>How do the varied concepts of music come together to form a musical composition?</p>	<ul style="list-style-type: none"> • The process of creating music is a highly personal one, but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other’s works. • The process of creating music is neither haphazard nor random. The way the elements of rhythm, melody, and harmony are used by each artist results in an aesthetically pleasing, but unique composition. This taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJ SLS VPA. 1.1.8.B.2</p> <p>NJ SLS VPA. 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will understand that identifying musical elements is the key to music literacy. • Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc. to identify musical elements and to describe and critique music. • Students will be able to demonstrate their understanding of musical elements by writing musical documents and critiquing the work of others in the classroom. • Students will be able to apply their knowledge of musical elements through 	<ul style="list-style-type: none"> • Students will be able to identify musical symbols. • Students will be able to identify pitches on the staff. • Students will be able to distinguish between different types of notes (line and space). • Students will be able to demonstrate how to write notes on a staff. • Students will be able to label the lines and spaces on a treble and bass clef. • Students will be able to identify notes and duration of notes. • Students will be able to distinguish between different types of notes. (rhythmic) • Students will be able to demonstrate correct

Relevant Standards:	Learning Goals:	Learning Objectives:
	the performance of music.	placement of a note stem. <ul style="list-style-type: none"> • Students will be able to demonstrate how to write notes on a staff. • Students will be able to define time signature, measure, and bar lines. • Students will be able to demonstrate their knowledge of musical vocabulary through discussion and critique. • Students will be able to demonstrate their knowledge of musical elements through performance.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Daily review of musical terms • Music work/notebook • Peer critique • Group work 	<ul style="list-style-type: none"> • Terms quiz • Pitch quiz • Rhythm & Meter quiz • Theory Unit Test 	<ul style="list-style-type: none"> • Rhythmic playing test • Pitch identification playing test 	<ul style="list-style-type: none"> • Formally critique/discuss the use of music theory in a piece of music. • Analyze a musical composition presented in written form and identify the musical concepts. • Perform rhythms on various percussion instruments. • Perform pitches on the Marimba. <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Perform rhythms on various percussion instruments. • Perform pitches on the Marimba. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Formally critique/discuss the use of music theory in a piece

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			of music. <ul style="list-style-type: none"> Analyze a musical composition presented in written form and identify the musical concepts.

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education <ul style="list-style-type: none"> Additional time to complete tasks/projects Performance vs. Written tasks/projects Multiple attempts 			

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> Identifying critical information Previewing New Content Chunking Content into "Digestible Bites" Reflecting on Learning Reviewing Content Organizing Students to Practice and Deepen Knowledge Practicing Skills, Strategies, and Processes Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education	English Language Learners	At- Risk Learner	Advanced Learner
<ul style="list-style-type: none"> Small group vs. individual work Hands on activities Instructions/expectations given several different ways (lecture/listening/written) 			

Possible Instructional Modifications /Accommodations/Differentiation:
Unit Vocabulary:
Essential: staff, treble clef, bass clef, leger line, grand staff, pitch, rhythm, notation, meter, time signature, bar line, double bar line, beat
Non-Essential: percussion, marimba, tempo, dynamics

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:	Technology: YouTube, musical examples		

Resources:**Texts/Materials:**

- Percussion Instruments
- Theory Worksheets
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples

Unit: 2 Instrument Care and Finger Placement	Recommended Duration: 2 Weeks- End of September Beginning of October
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Unit Description: This unit introduce students to the proper care of the instrument, to ensure optimum performance, in addition to the appropriate finger placement for performance. Students will demonstrate their understanding of these concepts by independently stringing and tuning instruments. Students will demonstrate proper finger placement by performing different pitches.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ◆ What is the role of expressive elements in the authentic recreation of musical style? ◆ How does the volume of each individual impact the sound of the ensemble? ◆ How do the mechanics of individual performers when producing music (tempo, pacing, tone, tuning, appropriate finger placement) contribute an overall performance? 	<ul style="list-style-type: none"> • Dynamics, tempo, articulation and text express and enhance the message of music. • Expressive elements drive the artistry in music.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJ SLS VPA. 1.1.8.B.2</p> <p>NJ SLS VPA. 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will understand how to string their own instrument. • Students will understand the necessity of proper finger placement. • Students will be able to tune their instrument. 	<ul style="list-style-type: none"> • Students will be able to identify the different parts of their instrument. • Students will be able to identify the letter names of each of the 4 strings on their instrument. • Students will be able to demonstrate how to change a sting on their instrument. • Students will be able to identify the proper finger placement on the board of their instrument & place stickers where their fingers should go.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Group work 	<ul style="list-style-type: none"> • Instrument care quiz • Parts of the instrument identification quiz • Tuning quiz 	<ul style="list-style-type: none"> • Stringing the instrument • Tuning the instrument 	<ul style="list-style-type: none"> • Students will be able to participate in activities permitting them to learn how to string the instrument with support (such as with a

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<p>partner or as a group), and then individually.</p> <ul style="list-style-type: none"> • Students will be able to participate in activities permitting them to learn tuning the instrument with support (such as with a partner or as a group, and then individually. • Students will be able to participate in identification activity <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Stringing the instrument as a group, and then individually. • Tuning the instruments as a group, and then individually. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Identification of the parts of the instrument • Finger placement stickers

Possible Assessment Modifications /Accommodations/ Differentiation:			
<ul style="list-style-type: none"> • Additional time to complete tasks/projects • Performance versus written tasks/projects • Multiple attempts. 			

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes

Instructional Strategies (Robert Marzano's 41 Elements):
<ul style="list-style-type: none"> • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> • Small group versus individual work • Hands on activities • Instructions/expectations given several different ways (including lecture, listening and written) 			

Unit Vocabulary:
Essential: Body, back, belly, ribs, neck, fingerboard, pegbox, scroll, F-holes, bridge, tailpiece, chin rest, tuner, bow, strings
Non-Essential:

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology:	Technology: YouTube, electronic tuner		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Hal Leonard Essential Elements for Strings Violin Book 1 • Hal Leonard Essential Elements for Strings Viola Book 1 • Hal Leonard Essential Elements for Strings Cello Book 1 • Hal Leonard Essential Elements for Strings Bass Book 1 • Finger placement stickers • Violin strings

Unit: 3 Individual Performance	Recommended Duration: 14 Weeks- October-January
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Unit Description: This unit is intended to individually advance each student to a higher level of proficiency within their own instrument. Through small group instruction, and solo practice, the students will have opportunities to practice and receive targeted instructions in areas of need in order to advance to a level where the chosen concert repertoire can be taught and performed more efficiently.

Essential Questions:	Enduring Understandings:
<p>Why is it important for students to be able to accurately play many different exercises and scales?</p> <p>How does finger placement effect the sound of the song or scale?</p> <p>Why is proper tuning so important even when playing by themselves?</p>	<ul style="list-style-type: none"> • The coming together of musical elements creates aesthetics in music (tension and resolution). • Music facilitates the communication of emotions and ideas.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJ SLS VPA. 1.3.8.B.1</p> <p>NJ SLS VPA. 1.3.8.B.2</p> <p>NJ SLS VPA. 1.3.8.B.3</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of a musical composition. • Students will be able to perform alone and in front of others. • Students be able to use musical vocabulary to critique the performance of others. 	<ul style="list-style-type: none"> • Students will be able to practice specific exercises in the workbook, and be tested individually on rhythmic and pitch accuracy. • Students will be able to perform specific exercises in tune. • Students will be able to perform these exercises for the class. • Students will be able to perform various scales individually and as a group • Students will be able to critique the performance of others in a constructive manner.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Solo performance 	<ul style="list-style-type: none"> • Weekly playing quizzes based on the individual student's readiness 	<ul style="list-style-type: none"> • Monthly performance presentation 	<ul style="list-style-type: none"> • Work book exercises • Student Choice performance piece <p>Major Assignments (required):</p>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> • Weekly Playing Test • Monthly Performance Showcase Major Activities (required): <ul style="list-style-type: none"> • Daily Workbook drills and exercises • Scales and Patterns

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Students will be assigned exercises based on their readiness level • Additional time to complete tasks/projects • Performance versus written tasks/projects • Multiple attempts. 			

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into "Digestible Bites" • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Teacher demonstration • Hands on activities • Instructions/expectations 			

Possible Instructional Modifications /Accommodations/Differentiation:			
given several different ways (including lecture, listening and written) <ul style="list-style-type: none"> • Small group versus individual work 			

Unit Vocabulary:
Essential: arco, pizzicato, arpeggio, retake/redraw bow, up bow, finger tunnels, left-hand pizzicato Non-Essential: Body, back, belly, ribs, neck, fingerboard, pegbox, scroll, F-holes, bridge, tailpiece, chin rest, tuner, bow, strings

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:	Technology: YouTube, electronic tuner		

Resources:**Texts/Materials:**

- Hal Leonard Essential Elements for Strings Violin Book 1
- Hal Leonard Essential Elements for Strings Viola Book 1
- Hal Leonard Essential Elements for Strings Cello Book 1
- Hal Leonard Essential Elements for Strings Bass Book 1
- Finger placement stickers

Unit: 4 Group Performance and preparation for a concert.	Recommended Duration: 17 Weeks- End of January-June
Unit Description: This unit is intended to prepare the students for an end of course large group ensemble performance. In order to prepare for this students will practice songs in unison, 2, and 3 part. Each student will pay particular attention to the intonation of the group and the individuals comprising the groups. Concert repertoire will be rehearsed.	

Essential Questions:	Enduring Understandings:
How does the proper approach to producing sound impact a performance? What is intonation? Why is good intonation critical to a fine performance? What is the impact of individual and section volume on the ensemble?	<ul style="list-style-type: none"> The coming together of musical elements creates aesthetics in music (tension and resolution).

Relevant Standards:	Learning Goals:	Learning Objectives:
VPA. 1.3.8.B.1 VPA. 1.3.8.B.2 VPA. 1.3.8.B.3	<ul style="list-style-type: none"> Students will synthesize the basic musical concepts learned into the performance of an orchestral musical composition. Students will be able to perform in an orchestral setting. Students be able to use musical vocabulary to critique the performance of the orchestra. 	<ul style="list-style-type: none"> Students will be able to practice concert repertoire individually and in a group setting. Students will be able to perform concert repertoire in tune and accurately. Students will be able to critique the performance of the orchestra in a constructive manner, using music vocabulary. Students will be able to collaborate and cooperate effectively with teams by being respectful and demonstrating and appreciation for team diversity. Students will be able to demonstrates accountable for results

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> Peer critique Solo performance 	<ul style="list-style-type: none"> Weekly playing quizzes based on the group's readiness 	<ul style="list-style-type: none"> Weekly individual tests Monthly group tests 	<ul style="list-style-type: none"> Concert Repertoire measure tests Major Assignments (required):

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> • Concert Repertoire <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Weekly Playing Test • Monthly Performance Tests

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Students will be assigned their “chair” based on readiness level • Additional time to complete tasks/projects • Performance versus written tasks/projects • Multiple attempts. 			

Instructional Strategies (<i>Robert Marzano’s 41 Elements</i>):
<ul style="list-style-type: none"> • Previewing New Content • Chunking Content into “Digestible Bites” • Reflecting on Learning • Reviewing Content • Practicing Skills, Strategies, and Processes • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Small group versus individual work • Teacher demonstration • Hands on activities 			

Unit Vocabulary:
Essential: Ensemble, tempo, dynamics, intonation
Non-Essential: Body, back, belly, ribs, neck, fingerboard, pegbox, scroll, F-holes, bridge, tailpiece, chin rest, tuner, bow, strings, arco, pizzicato, arpeggio, retake/redraw bow, up bow, finger tunnels, left-hand pizzicato

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:	Technology: YouTube, electronic tuner		

Resources:
Texts/Materials:
<ul style="list-style-type: none"> • Hal Leonard Essential Elements for Strings Violin Book 1 • Hal Leonard Essential Elements for Strings Viola Book 1

Resources:

- Hal Leonard Essential Elements for Strings Cello Book 1
- Hal Leonard Essential Elements for Strings Bass Book 1
- Finger placement stickers
- Concert Repertoire

Unit: 5 Concert Critique	Recommended Duration: 1 Week- End of June
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Unit Description: This unit will allow students to discuss, critique, and analyze their concert. Students will need to articulate a concert critique while using orchestral vocabulary and constructive criticism. After class discussion, students will write an explanatory essay critiquing their individual performance and the group performance

Essential Questions:	Enduring Understandings:
How can observing and/or evaluating others performances improve an individual's own performance skills?	<ul style="list-style-type: none"> • Self-evaluation is a critical component for improving an individuals or ensemble's performance. • Observing and/or evaluating others as they perform is essential in the development of individual performance skills. • Non-musical aspects of a performance affect an audience's perception of the quality of a music performance.

Relevant Standards:	Learning Goals:	Learning Objectives:
NJ SLS VPA 1.4.8.A.1 NJ SLS VPA. 1.4.8.B.2 LA.7.CCSS.ELA-Literacy.CCRA.W.2	<ul style="list-style-type: none"> • Students will be able to analyze and discuss the orchestra concert. • Students will be able to use musical vocabulary to critique the performance of the orchestra. 	<ul style="list-style-type: none"> • Students will be able to critique the performance of the orchestra in a constructive manner, using music vocabulary. • Students will be able to write an explanatory essay analyzing their individual performance as well as the group performance.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Peer critique • Discussion 	<ul style="list-style-type: none"> • Explanatory Essay critiquing the concert 	<ul style="list-style-type: none"> • Oral critique of concert 	<ul style="list-style-type: none"> • Essay <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Concert Critique Essay <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Concert Critique Discussion

Possible Assessment Modifications /Accommodations/ Differentiation:			
Special Education Students <ul style="list-style-type: none"> • Additional time to complete tasks/projects • Performance versus written tasks/projects • Multiple attempts. 	English Language Learners	At-Risk Learners	Advanced Learners

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • Reflecting on Learning • Reviewing Content • Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:			
Special Education Students <ul style="list-style-type: none"> • Small group versus individual work • Teacher lead discussion 	English Language Learners	At-Risk Learners	Advanced Learners

Unit Vocabulary:
Essential: critique, concert etiquette, constructive criticism Non-Essential: Body, back, belly, ribs, neck, fingerboard, pegbox, scroll, F-holes, bridge, tailpiece, chin rest, tuner, bow, strings, arco, pizzicato, arpeggio, retake/redraw bow, up bow, finger tunnels, left-hand pizzicato, Ensemble, tempo, dynamics, intonation

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: LA.7.CCSS.ELA-Literacy.CCRA.W.2 Mathematics:	Technology: YouTube, electronic tuner		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers: -9.3.12.AR PRF.4 -Demonstrate knowledge of music theory. Library:			

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Concert Video