

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Jazz Ensemble	Grade Level(s): 8
Department: Visual and Performing Arts	Credits: 0
BOE Adoption Date: October 2018	Revision Date(s): October 2019

ABSTRACT

In Band (8) students will explore the fundamentals needed to perform on their instrument. The course will develop these competencies by exploring the theoretical concepts needed to successfully read and perform music. Students will develop technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

1. Developing an advanced sense of rhythm, pitch, timing, note recognition, meter, tempo, and music vocabulary. Demonstrating knowledge and understanding of musical concepts using performance, evaluative testing, and peer to peer critique to further refine understanding and skills.
2. Perform independently and in groups to apply theoretical understanding of musical terminology to their musical performance.
3. Demonstrate how to care for and maintain instruments throughout the year.
4. Demonstrate performance etiquette.

TABLE OF CONTENTS

Board of Education Members	Page 3
Curriculum & Instruction Department	Page 3
Mission Statement	Page 4
Curriculum and Instruction Goals	Page 4
Philosophy of Shared Curriculum Service with South Harrison Township Elementary	Page 4
How to Read this Document	Page 5
Terms to Know	Page 5
Pacing Guide	Page 7
Curriculum Units	Page(s) 9-33

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 Core Curriculum Content Standards (NJCCCS) & Common Core State Standards (CCSS).

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 NJCCCS and CCSS 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:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
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 Common Core State Standards and New Jersey Core Curriculum Content 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 Core Curriculum Content Standards (NJCCCS) 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; and 21st-Century Life and Careers.*
- **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.

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: 8th Grade Jazz Ensemble

Prerequisite(s): Prior music reading and performance experience

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Review of music concepts and theory.	On-going throughout the year. September-June	NJSLS VPA 1.1.8.B.2 NJSLS VPA 1.3.8.B.3	<ul style="list-style-type: none"> • The students will be able to identify musical concepts in their repertoire and be able to incorporate those concepts through performance of their music. • The students will be able to read music on their respective staves. • The students will understand the relationship between different notes and rests. 	<ul style="list-style-type: none"> • Show the proper performance technique. • Incorporate musical concepts in the performance of their music. • Read music in relation to their daily practice and performance.
Unit 2: Group Performance and preparation for the Holiday Concert	10-12 Weeks September-December	NJSLS VPA 1.3.8.B.1 NJSLS VPA 1.3.8.B.2 NJSLS VPA 1.3.8.B.3	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple sections in a large group setting. • Students will be able to use musical vocabulary to critique the performance on the band. 	<ul style="list-style-type: none"> • Perform their individual part within the large group and via Google Voice. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the band.
Unit 3: Group Performance and preparation for the Spring Concert	10-12 Weeks January-March	NJSLS VPA 1.3.8.B.1 NJSLS VPA 1.3.8.B.2 NJSLS VPA 1.3.8.B.3	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of their spring repertoire. • Students will be able to perform in a large group, individually and in pairs. 	<ul style="list-style-type: none"> • Perform their individual part within a large ensemble. • Apply musical concepts to the performance of their music. • Perform music accurately and expressively.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<ul style="list-style-type: none"> Students will be able to use musical concepts in the performance of their music. 	<ul style="list-style-type: none"> Differentiate between different musical styles Critique and reflect on their individual part in the band.
Unit 4: Group performance and preparation for the End of Year Concert	10-12 Weeks April-June	NJSLS VPA 1.3.8.B.1 NJSLS VPA 1.3.8.B.2 NJSLS VPA 1.3.8.B.3	<ul style="list-style-type: none"> Students will synthesize the basic musical concepts learned into the performance of the end of year musical repertoire. Students will be able to perform in small group and large groups. Students will be able to use musical concepts in the performance of their music. Students will be able to reflect upon their performance. 	<ul style="list-style-type: none"> Perform their individual part within the large group. Apply musical concepts through large group performance. Perform music accurately and expressively. Differentiate between different musical styles Critique and reflect on their individual part of the choir.
Unit 5: Critique end of year concert	End of June	NJSLS VPA 1.4.8.A.1 NJSLS VPA 1.4.8.B.2	<ul style="list-style-type: none"> Students will be able to reflect upon and critique the end of the year concert performance. Students will critique both the group performance and their individual performance 	<ul style="list-style-type: none"> Critique Analysis Constructive Criticism

Unit: 1 and Understanding Musical Concepts and Theory	Recommended Duration: On-Going throughout the year
Unit Description: This Unit is intended to review the basic elements of music theory. Throughout this unit, students will review 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:
Why is it important for students to learn and understand music theory? How do the varied concepts of music come together to form a musical composition?	<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>NJSLS VPA. 1.1.8.B.2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.3.8.B.3 - <i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.)</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand</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 identify musical symbols. Students will identify pitches on the staff. Students will distinguish between different types of notes (lines and spaces) Students will demonstrate how to write notes on a staff. Students will label the lines and spaces on their respective staff and clef. Students will identify notes and duration of notes. Students will distinguish between different types of notes. (rhythmic) Students will demonstrate correct placement of a note stem. Students will demonstrate how to write notes on a staff.

Relevant Standards:	Learning Goals:	Learning Objectives:
staff.		<ul style="list-style-type: none"> • Students will define time signature, measure, and bar lines. • Students will demonstrate their knowledge of musical vocabulary through discussion and critique. • Students will 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 and 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 various rhythms presented in their music. • Perform pitches on their instruments.

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"> • 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:

- Small Group versus individual work
- Hands on activities
- Instructions/expectations given several different ways (including lecture, listening and written)

Unit Vocabulary:

Essential: Staff, treble clef, bass clef, leger line, grand staff, pitch, rhythm, notation, meter, time signature, bar line, double bar line, beat, tempo, dynamics

Non-Essential: instrument, measure, bar line

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: NJSL 9.3.12.AR PRF.4 - Demonstrate knowledge of music theory. Library:	Technology: You tube, recordings, musical examples, google voice	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Resources:**Texts/Materials:**

- Concert Repertoire
- Instruments
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples

Major Assignments (required):

- Perform on instruments
- Written theory Benchmarks

Major Activities (required):

- Formally critique/discuss the use of music theory in a piece of music.
- Analyze theory concepts and interpret them in a musical score

Unit: 2 and Group Performance and Prep for the Holiday Concert	Recommended Duration: 10-12 Weeks September-December
Unit Description: This Unit allows each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures. Music of varied styles will be studied and performed.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is knowing musical concepts important in band class? • How can I improve my practice? • What elements are required to create a characteristic sound on your instrument? • What roles do the student and director have in the performance of a piece of music? 	<ul style="list-style-type: none"> • The science of music is found in music theory. • Repetition while practicing is the best way to improve one's performance. • Creating a pleasing tone on an instrument takes practice, perseverance and dedication. • Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.3.8.B.1 - <i>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</i></p> <p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>NJSLS VPA 1.3.8.B.2 - <i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>NJSLS VPA 1.3.8.B.3 - <i>Understanding of discipline-specific arts terminology (e.g.,</i></p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple sections in a large group setting. • Students will be able to use musical vocabulary to critique the performance on the band. 	<ul style="list-style-type: none"> • Perform their individual part within the large group and via Google Voice. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the band

Relevant Standards:	Learning Goals:	Learning Objectives:
<p><i>crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Google Voice • Theory assessments • Classroom performance 	<ul style="list-style-type: none"> • Common Summative Assessments • Written Tests 	<ul style="list-style-type: none"> • Classroom performance • Google Voice • Sectional performance • Individual performance • Concert performance 	<ul style="list-style-type: none"> • Daily practice • Weekend practice • Concert attendance and performance

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Student exemplars • Student helpers • Modifying the music • Re-write of music if necessary • After school lessons and help • Recordings of the music for practice

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • DQ 1: #2 Tracking Student Progress • DQ 1: #4 Establishing Classroom Routines • DQ 6: #5 Organizing the physical layout of the classroom • DQ 2: #6 Identifying Critical Information • DQ 2: #8 Previewing New Content • DQ 2: #9 Chunking in Digestible Bites • DQ 3: #14 Reviewing Content

Instructional Strategies (Robert Marzano's 41 Elements):

- DQ 3: #19 Practicing Skills, Strategies, and Processes
- DQ 4: #23 Providing Resources and Guidance
- DQ 5: #24 Noticing when students are not engaged
- DQ 5: #28 Maintaining a lively pace
- DQ 5: #29 Demonstrating Intensity and Enthusiasm
- DQ 7: #33 Demonstrating "With it ness"
- DQ 8: #37 Using verbal and nonverbal behaviors that indicate affection for students
- DQ 8: #38 Displaying Objectivity and Control
- DQ 9: #39 Demonstrating value and respect for low expectancy students

Possible Instructional Modifications /Accommodations/Differentiation:

- Re-Test
- Re-Assess on performance
- Modify music
- Adjust written assessments
- Seat change
- Instrumental part change...example from a 1 to a 2

Unit Vocabulary:

Essential: note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.
Non-Essential: concept, instrumental, music, synthesize

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: NJSLA LA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Technology: You tube, recordings, musical examples, google voice	<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Life and Career Skills

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics:</p> <p>NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p> <p>Science:</p> <p>Visual and Performing Arts: NJSLS VPA 1.1.8.B.1 - <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p>			<p>___ Information & Communication Technologies Literacy</p> <p><u>X</u> Communication & Collaboration</p> <p>___ Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 - <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Health/PE:</p> <p>World Languages: NJSLS WL.7.1.NM.A .1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related</p>			

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
to targeted items. Social Studies: Technology: 21 st Century Life and Careers: Library:			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Concert Repertoire, Notes on Theory <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Describe the musical concepts that make up a piece of music. • Perform concert repertoire using all music concepts introduced in the music. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Performance of various pieces of music • Perform musical concepts contained in a piece of music

Unit: 3 and Group Performance and Prep for the Spring Concert	Recommended Duration: 10-12 Weeks January-March
Unit Description: This Unit allows each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures. Music of varied styles will be studied and performed.	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is knowing musical concepts important in band class? • How can I improve my practice? • What elements are required to create a characteristic sound on your instrument? • What roles do the student and director have in the performance of a piece of music? 	<ul style="list-style-type: none"> • The science of music is found in music theory. • Repetition while practicing is the best way to improve one's performance. • Creating a pleasing tone on an instrument takes practice, perseverance and dedication. • Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.3.8.B.1 - <i>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</i></p> <p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>NJSLS VPA 1.3.8.B.2 - <i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple sections in a large group setting. • Students will be able to use musical vocabulary to critique the performance on the band. 	<ul style="list-style-type: none"> • Perform their individual part within the large group and via Google Voice. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the band

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.3.8.B.3 - <i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Google Voice • Theory assessments • Classroom performance 	<ul style="list-style-type: none"> • Common Summative Assessments • Written Tests 	<ul style="list-style-type: none"> • Classroom performance • Google Voice • Sectional performance • Individual performance • Concert performance 	<ul style="list-style-type: none"> • Daily practice • Weekend practice • Concert attendance and performance

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Student exemplars • Student helpers • Modifying the music • Re-write of music if necessary • After school lessons and help • Recordings of the music for practice

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • DQ 1: #2 Tracking Student Progress • DQ 1: #4 Establishing Classroom Routines • DQ 6: #5 Organizing the physical layout of the classroom • DQ 2: #6 Identifying Critical Information • DQ 2: #8 Previewing New Content

Instructional Strategies (Robert Marzano's 41 Elements):

- DQ 2: #9 Chunking in Digestible Bites
- DQ 3: #14 Reviewing Content
- DQ 3: #19 Practicing Skills, Strategies, and Processes
- DQ 4: #23 Providing Resources and Guidance
- DQ 5: #24 Noticing when students are not engaged
- DQ 5: #28 Maintaining a lively pace
- DQ 5: #29 Demonstrating Intensity and Enthusiasm
- DQ 7: #33 Demonstrating "With it ness"
- DQ 8: #37 Using verbal and nonverbal behaviors that indicate affection for students
- DQ 8: #38 Displaying Objectivity and Control
- DQ 9: #39 Demonstrating value and respect for low expectancy students

Possible Instructional Modifications /Accommodations/Differentiation:

- Re-Test
- Re-Assess on performance
- Modify music
- Adjust written assessments
- Seat change
- Instrumental part change...example from a 1 to a 2

Unit Vocabulary:

Essential: note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.
Non-Essential: concept, instrumental, music, synthesize

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: NJSLA LA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Technology: You tube, recordings, musical examples, google voice	_X_ Global Awareness ___ Civic Literacy ___ Financial, Economic, Business, & Entrepreneurial Literacy	_X_ Creativity & Innovation ___ Media Literacy _X_ Critical Thinking and Problem Solving

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics: NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p> <p>Science:</p> <p>Visual and Performing Arts: NJSLS VPA 1.1.8.B.1 - <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p>		<p>___ Health Literacy</p>	<p>_X_ Life and Career Skills</p> <p>___ Information & Communication Technologies Literacy</p> <p>_X_ Communication & Collaboration</p> <p>___ Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 - <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Health/PE:</p> <p>World Languages: NJSLS WL.7.1.NM.A .1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related</p>			

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
to targeted items. Social Studies: Technology: 21 st Century Life and Careers: Library:			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Concert Repertoire, Notes on Theory <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Describe the musical concepts that make up a piece of music. • Perform concert repertoire using all music concepts introduced in the music. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Performance of various pieces of music • Perform musical concepts contained in a piece of music

Unit: 4 and Group Performance and Prep for the End of Year Concert	Recommended Duration: 10-12 Weeks April-June
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Unit Description: This Unit allows each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures. Music of varied styles will be studied and performed.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is knowing musical concepts important in band class? • How can I improve my practice? • What elements are required to create a characteristic sound on your instrument? • What roles do the student and director have in the performance of a piece of music? 	<ul style="list-style-type: none"> • The science of music is found in music theory. • Repetition while practicing is the best way to improve one's performance. • Creating a pleasing tone on an instrument takes practice, perseverance and dedication. • Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.3.8.B.1 - <i>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</i></p> <p>Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>NJSLS VPA 1.3.8.B.2 - <i>Stylistic considerations vary across genres, cultures, and historical eras.</i></p> <p>Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>	<ul style="list-style-type: none"> • Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire. • Students will be able to perform in a large group. • Students will be able to perform in multiple sections in a large group setting. • Students will be able to use musical vocabulary to critique the performance on the band. 	<ul style="list-style-type: none"> • Perform their individual part within the large group and via Google Voice. • Apply musical concepts through large group performance. • Perform music accurately and expressively. • Differentiate between different musical styles • Critique and reflect on their individual part of the band

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA 1.3.8.B.3 - <i>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</i></p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Google Voice • Theory assessments • Classroom performance 	<ul style="list-style-type: none"> • Common Summative Assessments • Written Tests 	<ul style="list-style-type: none"> • Classroom performance • Google Voice • Sectional performance • Individual performance • Concert performance 	<ul style="list-style-type: none"> • Daily practice • Weekend practice • Concert attendance and performance

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> • Student exemplars • Student helpers • Modifying the music • Re-write of music if necessary • After school lessons and help • Recordings of the music for practice

Instructional Strategies (<i>Robert Marzano's 41 Elements</i>):
<ul style="list-style-type: none"> • DQ 1: #2 Tracking Student Progress • DQ 1: #4 Establishing Classroom Routines • DQ 6: #5 Organizing the physical layout of the classroom • DQ 2: #6 Identifying Critical Information • DQ 2: #8 Previewing New Content

Instructional Strategies (Robert Marzano's 41 Elements):

- DQ 2: #9 Chunking in Digestible Bites
- DQ 3: #14 Reviewing Content
- DQ 3: #19 Practicing Skills, Strategies, and Processes
- DQ 4: #23 Providing Resources and Guidance
- DQ 5: #24 Noticing when students are not engaged
- DQ 5: #28 Maintaining a lively pace
- DQ 5: #29 Demonstrating Intensity and Enthusiasm
- DQ 7: #33 Demonstrating "With it ness"
- DQ 8: #37 Using verbal and nonverbal behaviors that indicate affection for students
- DQ 8: #38 Displaying Objectivity and Control
- DQ 9: #39 Demonstrating value and respect for low expectancy students

Possible Instructional Modifications /Accommodations/Differentiation:

- Re-Test
- Re-Assess on performance
- Modify music
- Adjust written assessments
- Seat change
- Instrumental part change...example from a 1 to a 2

Unit Vocabulary:

Essential: note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.
Non-Essential: concept, instrumental, music, synthesize

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: NJSLA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	Technology: YouTube, recordings, musical examples, google voice	_X_ Global Awareness ___ Civic Literacy ___ Financial, Economic, Business,	_X_ Creativity & Innovation ___ Media Literacy _X_ Critical Thinking and Problem

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics: NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p> <p>Science:</p> <p>Visual and Performing Arts: NJSLS VPA 1.1.8.B.1 - <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p>		<p>& Entrepreneurial Literacy</p> <p>_____ Health Literacy</p>	<p>Solving</p> <p><input checked="" type="checkbox"/> Life and Career Skills</p> <p>_____ Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p>_____ Information Literacy</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 - <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>Health/PE:</p> <p>World Languages: NJSLS WL.7.1.NM.A .1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related</p>			

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
to targeted items. Social Studies: Technology: 21 st Century Life and Careers: Library:			

Resources:
<p>Texts/Materials:</p> <ul style="list-style-type: none"> • Concert Repertoire, Notes on Theory <p>Major Assignments (required):</p> <ul style="list-style-type: none"> • Describe the musical concepts that make up a piece of music. • Perform concert repertoire using all music concepts introduced in the music. <p>Major Activities (required):</p> <ul style="list-style-type: none"> • Performance of various pieces of music • Perform musical concepts contained in a piece of music

Unit: 5 Concert Critique	Recommended Duration: 1 Week- End of June
Unit Description: This unit will allow students to discuss, critique, and analyze their concert. Students will need to articulate a concert critique while using instrumental 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:
<p>NJSLS VPA 1.4.8.A.1 - <i>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</i> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>NJSLS VPA. 1.4.8.B.2 - <i>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</i></p> <p>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> • Students will be able to analyze and discuss the instrumental concert. • Students will be able to use musical vocabulary to critique the performance of the band. 	<ul style="list-style-type: none"> • Students will critique the performance of the bands in a constructive manner, using music vocabulary. • Students will 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

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"> Reflecting on Learning Reviewing Content Providing resources and guidance

Possible Instructional Modifications /Accommodations/Differentiation:
<ul style="list-style-type: none"> Small group versus individual work Teacher lead discussion

Unit Vocabulary:
<p>Essential: note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.</p> <p>Non-Essential: concept, instrumental, music, synthesize</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: NJSLS LA.7.CCSS.ELA-Literacy.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Technology: YouTube, electronic tuner</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p>

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
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:		<input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Life and Career Skills <input type="checkbox"/> Information & Communication Technologies Literacy <input checked="" type="checkbox"/> Communication & Collaboration <input type="checkbox"/> Information Literacy

Resources:
Texts/Materials: <ul style="list-style-type: none"> • Concert Video Major Assignments (required): <ul style="list-style-type: none"> • Concert Critique Essay Major Activities (required): <ul style="list-style-type: none"> • Concert Critique Discussion