

Unit 1 (09th Grade)- Major Scales, Bowing Techniques, Music Notation (9th Grade)

Content Area: **Fine Arts**
Course(s): **Orchestra**
Time Period: **Marking Period 1**
Length: **4-8 weeks**
Status: **Published**

Course Pacing Guide

| Unit | MP Weeks | |
|--------------------------------------------------------------------------------------|----------|-----|
| Unit 1- Major Scales, Bowing Techniques, Music Notation (9th Grade) | 1 | 4-8 |
| Unit 2- Shifting and Extensions (9th Grade) | 1 | 4-8 |
| Unit 3- Beginning Articulations, Shifting cont., Beginning Articulations (9th Grade) | 2 | 4-8 |
| Unit 4- Minor Scales cont. (9th Grade) | 3 | 4-8 |
| Unit 5- Harmonics, cont. Articulations, and Dynamics (9th Grade) | 3 | 4-8 |
| Unit 6- Minor Scales cont., Beginning Ornaments, Bowing (9th Grade) | 4 | 4-8 |

Unit Overview

Review of the major scales, basic bowing techniques, and basic music notations

Enduring Understandings

- Aesthetic knowledge stimulates judgement and imagination empowering students to interpret, appreciate, and extract meaning from the arts.
- Active participation in music activities leads to a comprehensive understanding of the imaginative and creative process.
- All students will demonstrate an understanding of the elements and principles of music.

Essential Questions

- How do we execute C, G, D, A, and E major scales? What are the finger patterns for this scale?
- What are the different bowing techniques learned thus far? How do we execute them?
- What are the time signatures, key signatures, and dynamic markings?

New Jersey Student Learning Standards (No CCS)

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.12.B.1 | Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. |
| VPA.1.1.12.B.2 | Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |
| VPA.1.1.12.B.CS2 | Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. |
| VPA.1.3.12.B.2 | Analyze how the elements of music are manipulated in original or prepared musical scores. |
| VPA.1.3.12.B.CS1 | Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency. |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. |

Amistad Integration

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| LA.RI.11-12.10b | By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above. |
| SEL.PK-12.1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |

Holocaust/Genocide Education

Interdisciplinary Connections

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| VPA.1.1.12 | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art. |
| VPA.1.1.12.B.CS1 | Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. |
| CAEP.9.2.12.C | Career Preparation |
| CAEP.9.2.12.C.2 | Modify Personalized Student Learning Plans to support declared career goals. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |

Technology Standards

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| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.2.12.D.5 | Explain how material processing impacts the quality of engineered and fabricated products. |
| TECH.8.2.12.D.6 | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions. |

21st Century Themes/Careers

| | |
|-----------------|------------------------------------------------------------------------|
| CAEP.9.2.12.C | Career Preparation |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |

Financial Literacy Integration

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular

grade level; and

b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

Instructional Strategies & Learning Activities

Unit 1- Marking Period 1

Concepts-

- Scales
- Left-hand Technique
- Right-hand Technique
- Music Reading/Theory

Skills-

- Review all the finger patterns for the C, G, D, , and E major scales and practice them using various rhythms
- Review bwing technqiues: hooked and slurred bowing, tremolo
- Sight-read new music; identify time signatures, key signatures, and all dynamic markings

Activities/Strategies-

Learning-Activities/Differentiation-Interdisciplinary-Connections

- weekly group/individual lessons
- orchestra rehearsals

Assessment-

- Observation of students' performance in lessons and rehearsals
- Weekly review of previous lessons
- Orchestra rehearsals

Differentiated Instruction

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets

- Self-Directed Learning
- Debate
- LMS use
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Rubrics
- Learning Menus
- Learning Through Workstations
- Concept Attainment
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Daily Teacher Observation of student feedback.
- Weekly check point assessments.
- Individual lessons.
- Rehearsal Participation.
- Ensemble Engagement.

Summative Assessment

marking period playing exam

Benchmark Assessments

Benchmark - 95% of students in the class will achieve a score of 93 or higher on the summative assessment (Playing exam)

Alternate Assessments

- Oral response to questions in review of material.
- More time allotted for written assignments/assessments.

- Take Home projects/reviews/assessments.

Resources & Technology

- Select Concert Literature
- Macbook Pro- Computer system IOS platform
- Finale Music notation software.
- Apple TV/projector

BOE Approved Texts

[BOE Approved Texts](#)

Select orchestra literature

Closure

Such as:

- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.

- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule

- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking