

Unit 3: Performance

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Band**
Time Period: **September**
Length: **180 days**
Status: **Published**

Unit Overview:

Music performance is comprised of various elements that work together to form a comprehensive product. Throughout the school year, students will experience performance, or *performing*, from a variety of perspectives, including:

1. Solo & Ensemble performance
2. Sight-reading/Limited Expectation Performance (**LEP**)
3. Prepared Concert Performance/High Expectation Performance (**HEP**)
4. Assessments (linked to Solo performances) (**HEP**)

Through performing, students will begin the process of assessing and evaluating their performances, providing the framework for critique.

Essential Questions:

- How can the study of music notation contribute to an increased understanding of music and its performance?

Enduring Understandings:

- Performances are a culminating activity that are built from the study of basic musical components and an increased development of musical literacy.
- The study of large and small ensemble works strengthens the overall understanding of musical performances.

Standards/Indicators/Student Learning Objectives (SLOs):

MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.9-12.1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.9-12.1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Lesson Titles:

- Articulations and Their Purpose
- Dynamics and Markings of Expression
- The Treble Clef and Ledger Lines
- Time and Key Signatures
- Transposition

Career Readiness, Life Literacies, and Key Skills:

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections:

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.2.12	Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Showcase Solo and Ensemble repertoire from AAPI composers and traditions:

Include pieces for traditional instruments like erhu, koto, shakuhachi, gamelan, and others alongside Western orchestral instruments. Explore diverse AAPI genres like Chinese opera, Indian Carnatic music, Korean pansori, or Filipino kundiman.

Topic: AAPI performers and ensembles:

Share recordings or invite live performances by AAPI musicians representing different styles and backgrounds. Discuss their musical contributions and unique artistic expressions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- Asian American Composers Alliance: <https://composers.com/> - A comprehensive resource for information on AAPI composers, featuring a member directory, news, and educational materials.
- National Association of Asian Pacific Island Educators: <https://www.npien.com/> - Offers resources on AAPI culture and history, including music education resources.
- Society of Composers & Lyricists: <https://thescl.com/> - This organization dedicated to composers and lyricists hosts an AAPI Composers Initiative, providing networking and support for AAPI members.
- The Asian Art Archive: <https://aaa.org.hk/> - A digital archive of Asian art and culture, including music resources like recordings and historical documents.
- The Center for Asian American Media: <https://caamedia.org/> - Produces and distributes Asian American media content, including documentaries and music films exploring AAPI composers and traditions.

LGBTQ & Disabilities Mandate

Topic: Diverse composers and performers

Introduce students to music by LGBTQ+ and Disabled musicians, as well as music that depicts diverse stories and experiences.

Topic: Inclusive content and themes

Explore music that addresses social justice issues and promotes empathy and understanding for different communities.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities as well as lesbian, gay, bisexual, and transgender persons, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

The National Endowment for the Arts (NEA): <https://www.arts.gov/> - Provides grants and initiatives supporting diverse artists and cultural programs. Explore their "Arts in Education" and "Creativity and Social Impact" sections for resources and examples.

The Kennedy Center: <https://www.kennedy-center.org/education/> - Offers educational resources and programs highlighting diverse artists and performances. Check out their "Education Resources" and "Arts for Everyone" sections.

The Sphinx Organization: <https://www.sphinxmusic.org/> - Promotes diversity in classical music through education programs and performance opportunities. Explore their "Emerging Artists" and "Education & Community Engagement" sections.

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Ensemble warm-up
- Individual warm-up
- Sectionals (instrument-specific, homogenous groups)

Modifications

ELL Modifications:

- Coordination with parents
- Extra help during lessons
- Extra help via Google Classroom

IEP & 504 Modifications:

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

G&T Modifications:

- Expanded Skill Assessments
- Increased difficulty levels of scales and literature

At Risk Modifications

- Adapted assignments (differentiated instruction)
- Extra time to complete assessments

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

- Delsea FlipBand YouTube Channel
- Delseamusic.com
- Fingering charts
- Google Classroom
- Scale sheets

Technology:

- Chromebooks
- Google Classroom
- Google Drive
- Screencastify

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.