

**Orchestra
Grades 6-8
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

Orchestra is a course that is a planned progression from the elementary school orchestras. A varied repertoire of standard and new orchestral literature is studied and performed. Sound rehearsal techniques and procedures are continually stressed and individual improvements of each student's performance are encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility, correct style and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. Orchestra class meets every other day per the A/B elective schedule.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In middle school music classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of music to various regions of the world and time periods/genres from which they derive. Finally, music classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

First Marking Period	5 weeks – Rhythm Unit 5 weeks – Dynamics Unit
Second Marking Period	5 weeks – Technique Unit 5 weeks – Articulations Unit
Third Marking Period	5 weeks – Ensemble Playing Unit 5 weeks – Musical Proficiency Unit
Fourth Marking Period	10 weeks - Scales

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill Levels: N= Novice, I= Intermediate, P= Proficient

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I. Rhythm						
A. Various Note Values	N	I	I	P	P	P
B. Time Signatures	N	N	I	I	P	P
C. Syncopation	N	N	N	I	I	P
D. Steady Pulse	N	I	I	P	P	P
E. Subdivisions	N	N	I	I	P	P
II. Dynamics						
A. Identification of Dynamic Markings	N	N	I	I	P	P
B. Performing Various Dynamic Levels	N	N	N	I	I	P

III. Technique						
A. Various Bow Strokes	N	N	N	I	I	I
B. Bow Hold	N	N	I	I	P	P
C. Posture	N	N	I	P	P	P
D. Vibrato	N/A	N/A	N/A	N	N	I
E. String Crossings	N	N	I	I	P	P
F. Shifting	N/A	N/A	N/A	N	N	I
IV. Articulations						
A. Slurs	N/A	N	N	I	I	P
B. Staccato	N	N	I	I	P	P
C. Accents	N/A	N/A	N	N	I	P
D. Hooked Bows	N	N	I	I	P	P
V. Ensemble Playing						
A. Intonation	N	N	N	N	I	I
B. Balance	N	N	N	I	I	P
C. Blend	N	N	N	N	I	P
VI. Musical Proficiency						

A. Different Finger Patterns	N	N	I	I	I	P
B. Shifting	N/A	N/A	N/A	N	N	I
C. Harmonics	N/A	N/A	N	N	I	I
D. Vibrato	N/A	N/A	N/A	N	N	I
Scales						
A. D Major	N	N	I	P	P	P
B. G Major	N	N	I	P	P	P
C. A Major	N	N	N	I	P	P
D. C Major	N/A	N	N	I	P	P
E. F Major	N/A	N/A	N/A	N	N	I
F. Bb Major	N/A	N/A	N/A	N	N	I
G. Eb Major	N/A	N/A	N/A	N	N	I

VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

- Musictheory.net
- Michael Allen Warm Ups
- Digitally provided Scale Fingering Charts
- Digitally provided tutorial videos
- Fingering Charts
- Sight-Reading Factory
- SoundCorset App
- PiaScore App
- Canvas
- Flipgrid
- Garageband

Unit #: 1

Overview: Rhythm

Essential Questions:

- How will understanding rhythmic notation lead to a high-quality performance?
- Why is rhythmical notation necessary?
- What role does rhythm play in music performance and composition?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understanding:

- A shared common pulse allows musicians to perform together with clarity, precision, and excellence
- Rhythmical notation provides a language for musicians to follow that allows us to perform with accuracy
- Rhythms are essential to the structure of a composition, as well as allowing for the composer's message to be conveyed.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Students will be able to:

- Identify and perform Whole, Half, Quarter, Eighth, and Sixteenth Notes/Rests
- Explain, Demonstrate, and Perform Dotted Half, Quarter, and Eighth Notes
- Identify and Explain Time Signatures
- Identify and Explain Meter
- Identify, Explain, and Perform Syncopated Patterns
- Maintain a steady beat
- Perform subdivisions in sets of 2, 3, and 4 from a steady pulse
- Identify the exact beat number that specific notes and rests begin on
- Articulate rhythms out loud utilizing a numerical rhythmic method (e.g. 1 + 2 +, 1 e + a, 1 trip-let, etc.)
- Modify rhythmical accuracy in various tempi

Students will know:

- Whole, Half, Quarter, Eighth, Sixteenth Notes and Rests
- Dotted Half and Dotted Quarter Notes
- 4/4, 3/4, 2/4, 2/2, and 6/8 time
- Triplets & Duplets
- Common Rhythmical motifs

Suggested Experiences:

- Tapping to the beat
- Clapping on the beat
- Analyzing the rhythmical patterns in their repertoire
- Speaking the rhythms out loud
- Performing pieces in duple, triple, quadruple, simple, and compound meter
- Sightreading rhythms
- Performing in groups to experience rhythmical cohesion

Unit 2:

Overview: Dynamics

Essential Questions:

- Why are Dynamics Important?
- What do Dynamics add to music?
- How do musicians improve the quality of their performance?

Enduring Understanding:

- Dynamics help with balance, excitement, and the ability to convey mood
- Dynamics add excitement and emotion to the music
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:

- Identify and perform pp, p, mp, mf, f, and ff.
- Identify and perform crescendos and decrescendos
- Describe and demonstrate the bow lanes and bow weight required to perform each dynamic marking
- Utilize dynamics to create balance within the ensemble
- Explain the purpose of dynamics

Students will know:

- The terms pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, and decrescendo
- The relationship between bow lane and bow weight
- How dynamics relate to balance and blend

Suggested Experiences:

- Quizzes, kahoots, and other formative assessments on dynamic terminology
- Playing warm ups in various bow lanes so as to create various dynamic levels
- Playing scales in rounds at different dynamics to facilitate listening in balance
- Listening to professional records to observe the effect of dynamics on music

Unit #:3

Overview: Technique

Essential Questions:

- How do musicians improve the quality of their performance?

Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:

- Demonstrate proper posture with their instruments
- Utilize the following bow strokes (detache, martele, loure, spiccato)
- Demonstrate a proper bow hold
- Perform with good tone quality by utilizing their bow hold, posture, and bow weight
- Execute a healthy wrist vibrato
- Execute string crossings at various points on the bow (frog, balance point, tip)
- Switch effectively between pizzicato and bow playing
- Demonstrate playing in 3rd and 4th position

Students will know:

- How to place their left hand upon their instrument
- How to hold the bow
- The importance of a shoulder rest/end pin anchor
- The proper steps for shifting

Suggested Experiences:

- Performing warmup exercises that incorporate various bow strokes
- Performing repertoire that requires various bow strokes
- Watching instructional videos that demonstrate excellent technique
- Performing etudes that utilize different playing positions

Unit #:4

Overview: Articulations

Essential Questions:

- How do musicians improve the quality of their performance?
- How do articulations impact a specific composition?

Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Articulations provide clarity and serve to provide a musical voice to the composer's intent.

Students will be able to:

- Perform slurs
- Perform staccato notes
- Perform hooked bows
- Utilize a loure stroke for legato playing on the same pitch
- Utilize a detache stroke for legato playing on different pitches
- Perform slurs across various strings on a single bow
- Define legato, staccato, marcato, tenuto
- Utilize a martele stroke for accents
- Identify slurs, staccato, tenuto, horizontal accents, and vertical accents

Students will know:

- The definitions of legato, staccato, marcato, slur, tenuto, and accent
- Which bow strokes correspond to specific articulations

Suggested Experiences:

- Formative assessments such as quizzes or kahoots to practice identifying articulation symbols
- Using warm-ups that incorporate these articulations
- Choosing repertoire that uses these articulations
- Watching instructional videos on bow strokes that facilitate performing different articulations

Unit #:5

Overview: Ensemble Playing

Essential Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Students will be able to:

- Identify the role they play in the music (melody, accompaniment, harmony, countermelody, etc.)
- Adjust their dynamics to blend with their classmates
- Tune their instrument with a tuner
- Make adjustments to their tuning while playing in hopes of achieving a better ensemble sound

Students will know:

- Analyze their part and understand their ensemble role
- Use both pitch and vibration based tuners
- Use both their fine tuners as well as their pegs

Suggested Experiences:

- In rehearsal, have one section of students listen to the other section's music. Engage in a discussion regarding the roles that these sections play in creating a cohesive piece of music.
- Listen to professional recordings and have students identify melody, harmony, accompaniment, and counter-melodies
- Tune the ensemble to a drone; force students to use their aural skills to make adjustments, and then encourage them to do so while performing their repertoire.

Unit #:6

Overview: Musical Proficiency

Essential Questions:

- How do musicians improve the quality of their performance?
- Why do I need to expand my musical knowledge?

Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- The pursuit of musical knowledge can be as important as the performances themselves. Musicians who embrace the process of learning tend to be the most successful.

Students will be able to:

- Students will be able to play in various finger patterns (low 1, low 2, high 3, low 4, extended 1, extended 4)
- Students will be able to shift into 3rd and 4th position
- Students will be able to locate and perform the harmonic on each of their strings
- Students will be able to utilize vibrato in their performances

Students will know:

- Students will identify note names and fingerings for all first position notes on their instrument
- Students will memorize rhythmical notes and values for whole, half, quarter, eighth, and sixteenth notes in simple and compound meter

Suggested Experiences:

- Online trainers students can practice with on their iPads
- Formative assessments with timed quizzes
- Active playing that utilizes all of this information

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate...

Practice and performance of Musical Compositions from varied Musical Cultures

Topics that address the LGBTQ Mandate...

Students will learn about composers and works from the LGBTQ community where applicable during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate...

Students will learn about composers from diverse backgrounds during the investigative portion of the creative process.

Unit #:7

Overview: Scales

Essential Questions:

- How do musicians improve the quality of their performance?

Enduring Understanding:

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Students will be able to:

- Students will be able to read and interpret the circle of fifths
- Students will be able to perform one and two octave major scales up to three flats and three sharps (C, G, D, A, F, Bb, and Eb)
- Students will be able to perform these scales diatonically and in a thirds pattern

Students will know:

- Students will memorize their major key signatures up to 3 sharps and flats
- Students will memorize the finger patterns required to perform these scales
- Students will memorize the order that sharps and flats are added to major scales

Suggested Experiences:

- Scale warm ups
- Formative assessments in playing assignments for these scales.

Performing Ensembles- Band, Choir, Orchestra

Content Area: **Performing Arts**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Student Learning Standards- Ensembles- Novice

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
MU.K-12.1.3C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

New Jersey Student Learning Standards- Ensembles- Intermediate

MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal
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	characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
MU.K-12.1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
MU.K-12.1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU.K-12.1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

New Jersey Student Learning Standards- Ensembles- Proficient

MU.9-12.1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.

MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.9-12.1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
MU.9-12.1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
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.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.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
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.
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.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
MU.9-12.1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
MU.9-12.1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP11	Use technology to enhance productivity.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
TECH.9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
TECH.9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.