

**Orchestra- Orchestra Lessons  
Grade: 9-12  
Fine & Performing Arts  
Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS  
LINDEN, NEW JERSEY**

**Dr. Marnie Hazelton  
SUPERINTENDENT**

**Denise Cleary  
ASSISTANT SUPERINTENDENT**

**Matthew G. Lorenzetti  
SUPERVISOR OF FINE & PERFORMING ARTS and GIFTED & TALENTED**

**The Linden Board of Education adopted the Curriculum Guide on:**

**August 25, 2022**

**Education Item 10**

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**Date**

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**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**

**Kevin Thurston – (908) 486-5432 ext. 8307; [kthurston@lindenps.org](mailto:kthurston@lindenps.org)**

**504 Officer & District Anti-Bullying Coordinator**

**Annabell Louis – (908) 486-2800 ext. 8025; [alouis@lindenps.org](mailto:alouis@lindenps.org)**

**Title IX Coordinator**

**Steven Viana – (908) 486-7085; [sviana@lindenps.org](mailto:sviana@lindenps.org)**

**Director of Special Education**

**Marie Stefanick – (908) 587-3285; [mstefanick@lindenps.org](mailto:mstefanick@lindenps.org)**

### **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

Orchestra is an elective that is a planned progression from the elementary and middle 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 toneproduction, balance, intonation, technical flexibility, correct style and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All orchestra members are scheduled once a week for small group lessons on a rotating basis during the schoolday.

### Orchestra Lessons

The lesson program is designed for students who are interested in participating in a performance ensemble (Band, Choir, and Orchestra) but are not able to enroll due to scheduling conflicts. Preparation of music for and participation in the winter and spring concert programs is a requirement of the lesson program. Students signed up for Orchestra Lessons should not be signed up for Orchestra. Lessons for students in Orchestra are an integral part of the course. Students are scheduled once a week for small group lessons on a rotating basis during the schoolday. *It is strongly recommended that students take the actual ensemble class; lessons are only intended for schedule conflicts.*

## II. Standards and NJDOE Mandates Guiding Instruction

### A. New Jersey Student Learning Standards

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

### B. 21<sup>st</sup> 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 high 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	2 Weeks: Ensemble Set-up/Posture 2 Weeks: Assessment of performance skills/chair placement 2 Weeks: Uniformity of bow rhythm 2 Weeks: Interpretation of conducting patterns and cues 2 Weeks: Correlation of sections/communication
Second Marking Period	2 Weeks: Performance anxiety/relaxation techniques 2 Weeks: Technical study alignment to repertoire 2 Weeks: Performance preparation skills 2 Weeks: Rehearsal of procedures for performance 2 Weeks: Intonation and Blending of Ensembles
Third Marking Period	2 Weeks: Critical evaluation of performance 2 Weeks: Interpretation of Music Historically & Harmonically 2 Weeks: Harmony Overview 2 Weeks: Improvisational skills 2 Weeks: Small Ensemble Rehearsal skills
Fourth Marking Period	2 Weeks: Improvisation/Music Synthesis 2 Weeks: Composition/Music Synthesis 2 Weeks: Advancement of Technical Studies 2 Weeks: Auditions/Chair challenges 2 Weeks: Workplace Readiness

#### V. Vertical Integration – Course Mapping

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

Skill	Year 1	Year 2	Year 3	Year 4
Ensemble Set-up	Proficient Instrument appropriate posture  Baroque, Romantic, and 20 <sup>th</sup> century ensemble set-ups	Proficient/Accomplished Instrument appropriate posture  Baroque, Romantic, 20 <sup>th</sup> century, and modern ensemble set-ups  Chamber ensemble set-ups	Proficient/Accomplished Instrument appropriate posture  Baroque, Romantic, 20 <sup>th</sup> century, and modern ensemble set-ups  Chamber ensemble set-ups and standing posture	Accomplished/Advanced Instrument appropriate posture  Baroque, Romantic, 20 <sup>th</sup> century, and modern ensemble set-ups  Jazz orchestra set-ups  Chamber ensemble set-ups and standing posture
Posture	Proficient Hold their instruments in proper playing position, as well as rest position.  Demonstrate ability to perform with correct posture and playing position.	Proficient/Accomplished Hold their instruments in proper playing position, as well as rest position.  Demonstrate ability to perform with correct posture and playing position.	Proficient/Accomplished Hold their instruments in proper playing position, as well as rest position.  Demonstrate ability to perform with correct posture and playing position.	Accomplished/Advanced Hold their instruments in proper playing position, as well as rest position.  Demonstrate ability to perform with correct posture and playing position.

Bow Technique	<p>Proficient Produce proper tone on their instrument.</p> <p>Full/Split/Hooked Bowing</p> <p>Right Hand Pizzicato</p>	<p>Proficient/Accomplished Produce proper tone on their instrument.</p> <p>Full/Split/Hooked Bowing</p> <p>Double Stops Martelé Bowing</p> <p>Right Hand Pizzicato Left Hand Pizzicato</p>	<p>Proficient/Accomplished Produce proper tone on their instrument.</p> <p>Full/Split/Hooked Bowing</p> <p>Double Stops Martelé Bowing Ricochet Bowing</p> <p>Right Hand Pizzicato Left Hand Pizzicato</p>	<p>Accomplished/Advanced Produce proper tone on their instrument.</p> <p>Full/Split/Hooked Bowing</p> <p>Double Stops Martelé Bowing Ricochet Bowing</p> <p>Right Hand Pizzicato Left Hand Pizzicato</p>
Scales & Arpeggios	<p>Proficient Play the following major scales and arpeggios in at least one octave: C, G, D, F, Bb</p>	<p>Proficient/Accomplished Play the following major/minor scales and arpeggios in at least two octaves: C, G, D, A, F, Bb, Eb</p>	<p>Proficient/Accomplished Play the following major/minor scales and arpeggios in at least two octaves: C, G, D, A, E, F, Bb, Eb, Ab, and Db</p> <p>Jazz: Dorian, Mixolydian, and Ionian scales in the keys of C, F, and G</p>	<p>Accomplished/Advanced Play the following major/minor scales and arpeggios in at least two octaves, three when possible: C, G, D, A, E, F, Bb, Eb, Ab, and Db</p> <p>Jazz: Dorian, Mixolydian, and Ionian scales in all keys</p>
Harmony/Theory	<p>Proficient The order sharps and flats are added to create key signatures.</p> <p>What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p>	<p>Proficient/Accomplished What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major and minor triads that exist in the music.</p> <p>Learn aspects of Baroque, Classical, and Jazz styles and the harmony pertaining to those time periods</p>	<p>Proficient/Accomplished What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.</p> <p>Comprehension of 4-part writing using I, IV, and V chords and all corresponding scales/arpeggios</p> <p>Comprehension of Jazz writing using ii, V, and I chords and all corresponding scales/arpeggios</p>	<p>Accomplished/Advanced What the tonic, subdominant, and dominant chords are in each key.</p> <p>Each section's harmonic and melodic role in the music as it compares to their own.</p> <p>How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.</p> <p>Application of 4-part writing using I, IV, and V chords and all corresponding scales/arpeggios</p> <p>Application of Jazz writing using ii, V, and I chords and all corresponding scales/arpeggios</p>



Improvisation	<p><b>Proficient</b> Analyze various period-specific stylistic approaches to playing music</p> <p>Simple call and response of short phrases between sections of the group</p>	<p><b>Proficient/Accomplished</b> Analyze various period-specific stylistic approaches to playing music</p> <p>Use techniques that correlate to all of the aforementioned styles to create simple call and response of phrases between sections of the group</p>	<p><b>Proficient/Accomplished</b> Analyze various period-specific stylistic approaches to playing music</p> <p>Use techniques that correlate to all of the classical and jazz progressions to create call and response of phrases between sections of the group</p>	<p><b>Accomplished/Advanced</b> Analyze various period-specific stylistic approaches to playing music</p> <p>Create a small piece of music and utilize techniques that correlate to all of the classical and jazz progressions to create call and response of phrases between sections of the group</p>
Instrument Care	<p><b>Proficient</b> Assemble and disassemble their instruments properly.</p> <p>Demonstrate proper care and maintenance of their instrument.</p>	<p><b>Proficient/Accomplished</b> Assemble and disassemble their instruments properly.</p> <p>Demonstrate proper care and maintenance of their instrument.</p>	<p><b>Proficient/Accomplished</b> Assemble and disassemble their instruments properly.</p> <p>Demonstrate proper care and maintenance of their instrument.</p>	<p><b>Accomplished/Advanced</b> Assemble and disassemble their instruments properly.</p> <p>Demonstrate proper care and maintenance of their instrument.</p>

## 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"> <li>Teacher Presentation</li> <li>Student Presentation</li> <li>Class Discussion</li> <li>Socratic Discussion</li> <li>Reading for Meaning</li> <li>Inquiry Design Model</li> <li>Interactive Lecture</li> <li>Interactive Notetaking</li> <li>Compare and Contrast</li> <li>Research Based</li> <li>Problem Based</li> <li>Project Based</li> </ul> <p><b>504 Plans</b></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"> <li>walk, breathe, eat, or sleep</li> <li>communicate, see, hear, or speak</li> <li>read, concentrate, think, or learn</li> <li>stand, bend, lift, or work</li> </ul> <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> <li>excused lateness, absence, or missed classwork</li> <li>pre-approved nurse's office visits and accompaniment to visits</li> <li>occupational or physical therapy</li> </ul>	<ul style="list-style-type: none"> <li>Allow for further independent research on topics of interest related to the unit of study</li> <li>Advanced leveled readers and sources</li> <li>Increase the level of complexity</li> <li>Decrease scaffolding</li> <li>Variety of finished products</li> <li>Allow for greater independence</li> <li>Learning stations, interest groups</li> <li>Varied texts and supplementary materials</li> <li>Use of technology</li> <li>Flexibility in assignments</li> <li>Varied questioning strategies</li> <li>Encourage research</li> <li>Strategy and flexible groups based on formative assessment or student choice</li> <li>Acceleration within a unit of study</li> <li>Exposure to more advanced or complex concepts, abstractions, and materials</li> <li>Encourage students to move through content areas at their own pace</li> <li>After mastery of a unit, provide students with more advanced learning activities, not more of the same activity</li> <li>Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Focus on concept not details</li> <li>More visual prompts</li> <li>Leveled readers and teacher annotated sources</li> <li>Guided notes with highlighted words and concepts</li> <li>Use of Merriam-Webster's ELL dictionary</li> <li>Timelines and graphic organizers</li> <li>Remove unnecessary material, words, etc., that can distract from the content</li> <li>Use of off-grade level materials</li> <li>Provide appropriate scaffolding</li> <li>Limit the number of steps required for completion</li> <li>Time allowed</li> <li>Level of independence required</li> <li>Tiered centers, assignments, lessons, or products</li> <li>Provide appropriate leveled reading materials</li> <li>Deliver the content in "chunks"</li> <li>Varied texts and supplementary materials</li> <li>Use technology, if available and appropriate</li> <li>Varied homework and products</li> <li>Varied questioning strategies</li> <li>Provide background knowledge</li> <li>Define key vocabulary, multiple-meaning words, and figurative language.</li> <li>Use audio and visual supports, if available and appropriate</li> <li>Provide multiple learning opportunities to reinforce key concepts and vocabulary</li> <li>Meet with small groups to reteach idea/skill</li> <li>Provide cross-content application of concepts</li> <li>Ability to work at their own pace</li> <li>Present ideas using auditory, visual, kinesthetic, &amp; tactile means</li> <li>Provide graphic organizers and/or highlighted materials</li> <li>Strategy and flexible groups based on formative assessment</li> <li>Differentiated checklists and rubrics, if available and appropriate</li> </ul>

## VII. Assessments

- Tests & Quizzes (25%):  
Performances in concerts  
Rehearsals and announced spot checks  
Performance Evaluation - Weekly playing assessment at lesson, to see if assigned concepts have been learned and practiced.
- Homework & Projects (25%):  
Daily practice  
Submission of original music  
Small performance in class or at school functions
- Class Participation & Attendance (50%):  
Active involvement in daily rehearsals  
Final Exam  
Class Observation

## VIII. Resources

- Essential Elements for Strings (Books 1 & 2)
- Essential Technique for Strings (Book 3)
- Samuel Appelbaum's String Builder (Books 1-3)
- Samuel Appelbaum's Exercises in Third and Fifth Position
- Samuel Appelbaum's Exercises in Second and Fourth Position
- Fifty Melodious Studies by Franz Wolfhardt
- School of Violin Techniques (Also: Viola & Cello Editions) (Vol. 1) by Ottakar Sevcik
- School of Bow Techniques (Also: Viola & Cello Editions) (Vol. 1) by Ottakar Sevcik
- Preparatory Exercises in Double-Stopping (Also: Viola & Cello Editions) (Op. 9) by Ottakar Sevcik

## Unit #: 1

### Overview: Ensemble Set-up/Posture

Students will learn to set chairs and stands for varying styles of time period and genre.

Students will learn appropriate posture in order to optimize their ability to create a tone quality characteristic of a high-level orchestra.

#### Essential Questions:

- How do musicians improve the quality of their performance?
- How does a time period/genre effect the set-up of the orchestra and why?
- How does the group benefit from an expeditious set-up?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Appropriate posture creates a uniform sound and prepares students for professional situations.
- Awareness of the entire groups' needs in terms spacing of the set-up for both aesthetic and acoustic purposes.

#### Students will be able to:

##### Proficient

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### Proficient:

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### Proficient:

- 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.

##### Proficient:

- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### Accomplished:

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### Advanced:

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

## Learning Targets/Skills

- Baroque ensemble set-ups
- Romantic era ensemble set-ups
- 20<sup>th</sup> century ensemble set-ups
- Jazz orchestra set-ups
- Chamber ensemble set-ups
- Instrument appropriate posture
- Chamber ensemble standing posture
- The importance of consistent structure in their rehearsal habits

**Suggested Experiences:**

- Back to School Night Performance (Chamber Ensemble)
- Timed set-up drills
- Attend a professional orchestra concert

## Unit #: 2

### Overview: Assessment of Performance Skills/Chair Rankings

These lessons focus on the individual skill set of every member of the orchestra. They are assessed to optimize their education as individual members, as well as their placement in the group. It is understood that diligent work goes into establishing chair rankings. The orchestra also learns the role of the concertmaster and section leaders.

#### Essential Questions:

- How do performers select repertoire: What is level appropriate to their individual needs?
- How do musicians improve the quality of their performance?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- The hierarchy of the orchestra prepares them for tiered meritocratic structures in the musical workplace.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.

- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

#### **Students will know:**

##### Learning Targets/ Skills

- The importance of consistent structure in their practice habits.
- The importance of consistent structure in their rehearsal habits.
- The benefits of a tiered meritocratic system

#### **Suggested Experiences:**

- Chair challenges
- Private lessons
- Videos of lessons from master performers of their instruments
- Constant monitoring, and improvement of acquired skills

#### **New Jersey Department of Education - State Instructional Mandates:**

##### Topics that address the LGBTQ and the Diversity, Equity, and Inclusion Mandates...

The hierarchy of the orchestra is solely based on merit and allows for chair advancement from personal achievement. It is a healthy environment for all students to thrive. Discussions are had about how all chair decisions are based performance as well as the concept of a blind audition.

## Unit #: 3

### Overview: Uniformity of Bow Rhythm

Students learn the rhythmic situations where down bow and up bow are appropriate to the music that they are studying. Students learn to divide their bow and utilize variances in bow speed to elicit results appropriate to the music that they are studying. Students learn a variety of attacks with their bow (staccato, spiccato, hooked bow, legato, sustained) and the situations in which they are utilized in the music being studied.

#### Essential Questions:

- How do musicians improve the quality of their performance?
- What does the uniformity of bow rhythm throughout each section do in terms of the orchestra's intonation and tone quality?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- How each performer's individual contributions to the sound improve the tone quality and intonation of the orchestra.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.



- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- Time signatures and tempos and how they determine the use of the bow

**Suggested Experiences:**

- Marking music with a pencil
- Private lessons
- Videos of lessons from master performers of their instruments

## Unit #: 4

### **Overview:** Interpretation of Conducting Patterns and Cues

Students learn important gestures and cues given by the conductor.

These signals include beat patterns, tempo, dynamics, entrance cues, cut-offs, phrasing, and articulation. The use of controlled breathing is also of great importance for the group to calibrate as a unified ensemble, as well as promote control of cramping in the hands and general anxiety.

### **Essential Questions:**

- How do I determine the tempo of the piece?
- How do I determine the time signature of the piece?
- What do the various signals from the conductor mean?

### **Enduring Understanding:**

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

### **Students will be able to:**

#### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

#### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

#### *Proficient:*

- 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.

#### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

#### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/Skills

- The importance of interpreting conducting cues
- Non-verbal communication between sections

**Suggested Experiences:**

- Attend a professional orchestra concert
- Watch videos of professional orchestras

## Unit #: 5

### Overview: Correlation of Sections/Communication

Students begin implementing what they have learned about the orchestra's hierarchy. All section leaders learn communication with one another, as well as the sections they lead. The onus is on the leaders to clearly communicate the specifics of the conductor's directions and cues to their sections.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- The importance of consistent structure in their rehearsal habits
- The successful blending of chamber ensembles leads to the successful blending of the larger ensembles

**Suggested Experiences:**

- Section leaders' participation in Chamber Ensembles
- Sectional rehearsals
- Marking music with sections and coordinating markings with section leaders

## Unit #: 6

### **Overview:** Performance Anxiety/Relaxation Techniques

Students learn to analyze their skills as performers in a healthy and constructive manner. Students learn to help one another to improve through positive reinforcement and constructive criticism. Students learn breathing techniques for relaxation of their minds and bodies; Students learn to breath with phrasing and to calibrate their bodies to the rhythm and tempo given by the conductor.

### **Essential Questions:**

- How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
- How do varying degrees of self-confidence affect the performance/presentation/production of artistic works?
- How do different strategies for managing one's emotions affect the creative process?

### **Enduring Understanding:**

- One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.
- Recognizing the impact of one's feelings and thoughts on the creative process.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.
- Managing emotions, thoughts, and behaviors is an integral part of the generation, refinement, and completion of creative ideas.

### **Students will be able to:**

- Manage one's feelings, thoughts, personal traits, strengths and challenges influence the creative process.
- Recognizing the impact of one's feelings and thoughts on the creative process.
- Manage ones emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.
- Manage the emotions, thoughts, and behaviors as an integral part of the generation, refinement, and completion of creative ideas.

### **Students will know:**

Learning Targets/ Skills

- The direct correlation of their state of mind as it relates to their physical contributions to their tone production

### **Suggested Experiences:**

- Breathing exercises
- Meditation
- Yoga or other physical activity relating to relaxation

## Unit #: 7

### Overview: Technical Study Alignment to Repertoire

Students will work on individual technical studies by prominent instrumental composers appropriate to their section. Students learn compare their music to the music from other sections. Students analyze the score of every piece that is being taught in class to see exactly where their entrances line up and learn to anticipate their entrances by studying every section's part independent of their own.

#### Essential Questions:

- How do performers select repertoire?
- When is a performance judged ready to present?
- What technical area of my playing needs enhancement?
- What is the composer's intention?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

**Students will know:**

## Learning Targets/ Skills

- How to work on individual technical studies by prominent instrumental composers appropriate to their section.
- How to compare their music to the music from other sections.
- How to analyze the score of every piece that is being taught in class to see exactly where their entrances line up and learn to anticipate their entrances by studying every section's part independent of their own.

**Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections.

**New Jersey Department of Education - State Instructional Mandates:**Topics that address the LGBTQ Mandate...

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

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

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



## Unit #: 8

### Overview: Performance Preparation Skills

Students work on individual technical studies by prominent instrumental composers assigned from previous unit. Students will learn to better manage their practice time at home to be inclusive of the aforementioned technical exercises.

#### Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

#### **Students will know:**

##### Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- Time signatures and tempos and how they determine the use of the bow

#### **Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections
- Breathing exercises
- Regimented alignment of technical studies to music

## Unit #: 9

### Overview: Rehearsal of Procedures for Performance

Students will know how to set up according to their place in the concert program; Students will know the order of the concert music. Students will have settled into their chair rankings; Students will rehearse independent of the conductor to become completely acclimated to the group's idiosyncrasies and non-verbal cues. Students will rehearse presentation of group, acknowledgement of the audience, tuning with, and presentation of, concertmaster.

#### Essential Questions:

- How do performers select repertoire?
- 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?
- What do individual skills sets do when synchronized to the orchestra's intonation and tone quality?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- The importance of consistent structure in their practice habits
- The importance of consistent structure in their rehearsal habits
- Time signatures and tempos and how they determine the use of the bow
- How to refine and synchronize their sections to prepare for a performance

**Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections
- Breathing exercises
- Regimented alignment of technical studies to music
- Allow section leaders to run a bulk of the rehearsal and only interject when completely necessary

**New Jersey Department of Education - State Instructional Mandates:**

Topics that address the LGBTQ Mandate...

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

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

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

## Unit #: 10

### Overview: Intonation and Blending of Ensembles

Students will learn how to discern all perfect intervals to tune with greater precision. Students will learn how to discern between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- How to discern all perfect intervals to tune with greater precision
- How to discern between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music

**Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections
- Breathing exercises
- Regimented alignment of technical studies to music
- Ear training exercises posted on YouTube

## Unit #: 11

### Overview: Critical Evaluation of Performance

Students will learn to critically evaluate their performance's strengths and weakness to make adjustments for subsequent performances. Students will learn the vital importance of not letting mistakes or setbacks affect them negatively, but instead view them critically to strengthen their abilities.

#### Essential Questions:

- How do performers react to their performance constructively?
- How do musicians improve the quality of their future performances?
- How did context and the manner in which musical work was presented influence audience response?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Individual players are part of a collective that requires constant monitoring and interaction within and between sections; this affects synchronization of rhythms and proper blending of harmonies to elicit an esthetically acceptable result.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

- Learning Targets/ Skills
- Constructive, critical analysis of their performance

**Suggested Experiences:**

- Review video of performance and prior rehearsals



## Unit #: 12

### **Overview:** Interpretation of Music Historically & Harmonically

Students will analyze various period-specific stylistic approaches to playing music. They will learn aspects of Baroque, Classical, Romantic, and 20<sup>th</sup> Century/Jazz styles and the harmony pertaining to those time periods.

#### **Essential Questions:**

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do context and the manner in which musical work is presented influence audience response?

#### **Enduring Understanding:**

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### **Students will be able to:**

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

#### **Students will know:**

##### Learning Targets/ Skills

- Students will analyze various period-specific stylistic approaches to playing music
- They will learn aspects of Baroque, Classical, Romantic, and 20<sup>th</sup> Century/Jazz styles and the harmony pertaining to those time periods
- Techniques that correlate to all of the aforementioned styles

#### **Suggested Experiences:**

- Listen to music of varying styles and compare them to see how they evolved
- Attend various orchestra performances and small recitals that demonstrate these contrasting styles
- Call and response exercises as they pertain to each genre

#### **New Jersey Department of Education - State Instructional Mandates:**

##### Topics that address the LGBTQ Mandate...

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

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

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

### Overview: Harmony Overview

Students will learn the order sharps and flats are added to create key signatures. They will learn what the tonic, subdominant, and dominant chords are in each key. Students will learn each section's harmonic and melodic role in the music as it compares to their own. Students will learn how to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- The order sharps and flats are added to create key signatures.
- What the tonic, subdominant, and dominant chords are in each key.
- Each section's harmonic and melodic role in the music as it compares to their own.
- How to discern the relationship of their music to that of their cohorts by understanding the tone relationship between consonant and dissonant tone relationships as they pertain to major, minor, diminished, and augmented triads that exist in the music.

**Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections
- Regimented alignment of technical studies to music
- Intensified practice of scales and arpeggios

## Unit #: 14

### Overview: Improvisational Skills

Students will learn how to improvise in the key areas they have studied.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### Proficient:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### Proficient:

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### Proficient:

- 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.

##### Proficient:

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### Accomplished:

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### Advanced:

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

#### **Students will know:**

##### Learning Targets/ Skills

- How to utilize varying forms of modulation between keys with scales and arpeggios
- How to use call and response exercises to hone improvisational skills

#### **Suggested Experiences:**

- Score analysis
- Analysis of individual parts as they relate to other sections
- Intensified practice of scales and arpeggios

## Unit #: 15

### Overview: Small Ensemble Rehearsal Skills

Students will learn to communicate between section leaders, as well as within their own sections.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### Proficient:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### Proficient:

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### Proficient:

- 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.

##### Proficient:

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### Accomplished:

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### Advanced:

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- Communication between section leaders, as well as within their own sections

**Suggested Experiences:**

- Section leader rehearsals
- Individual section rehearsals lead by section leaders



## Unit #: 16

### Overview: Improvisation/Music Synthesis

Students will create small passages of music by improvisation and transcribe them to a template.

#### Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?

#### Enduring Understanding:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

#### Students will be able to:

##### *Proficient:*

- Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

##### *Proficient/Accomplished/Advanced:*

- 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.
- Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
- Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

##### *Accomplished*

- Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
- Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
- Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

##### *Advanced*

- Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
- Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
- Describe and demonstrate multiple ways in which sounds, and musical ideas can be used to represent extended experiences or abstract ideas.
- Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
- Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

**Students will know:**

Learning Targets/ Skills

- The process of composing

**Suggested Experiences:**

- Improvise various ideas and transcribe them

## Unit #: 17

### Overview: Composition/Music Synthesis

Students will compose a small piece of music utilizing the passages that they created in Unit 16.

#### Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?

#### Enduring Understanding:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

#### Students will be able to:

##### *Proficient:*

- Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

##### *Proficient/Accomplished/Advanced:*

- 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.
- Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
- Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

##### *Accomplished*

- Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
- Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.
- Identify, describe, and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

##### *Advanced*

- Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
- Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
- Describe and demonstrate multiple ways in which sounds, and musical ideas can be used to represent extended experiences or abstract ideas.
- Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
- Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

- Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

**Students will know:**

Learning Targets/ Skills

- The process of composing

**Suggested Experiences:**

- Improvise various ideas and transcribe them

## Unit #: 18

### Overview: Advancement of Technical Studies

Students will continue to work on individual technical studies by prominent instrumental composers appropriate to their instrument of study. Students should strive to enhance their technical prowess.

#### Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

#### Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### Proficient:

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### Proficient:

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### Proficient:

- 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.

##### Proficient:

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### Accomplished:

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### Advanced:

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- How to prepare for challenging passages that are level appropriate to their advancement

**Suggested Experiences:**

- Individual analysis of skills to home in on areas for improvement

## Unit #: 19

### Overview: Auditions/Chair Challenges

Students will go over the various pieces of repertoire that relate to their instrument. Freshmen and sophomores will do this in preparation for chair challenges in the fall. Juniors and seniors will do this in preparation for college auditions.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

*Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- How to prepare for an audition

**Suggested Experiences:**

- Have students record themselves and play the role of the audition judge to critically find flaws and imperfections



## Unit #: 20

### Overview: Workplace Readiness

Students will draft a program for a professional performance using Microsoft Word. They will design business cards to distribute and a YouTube video with a sample of their playing.

#### Essential Questions:

- How do performers select repertoire?
- 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:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- 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.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

#### Students will be able to:

##### *Proficient:*

- 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.
- Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

##### *Proficient:*

- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

##### *Proficient:*

- 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.

##### *Proficient:*

- 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.
- 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.
- Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- 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.

##### *Accomplished:*

- Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

##### *Advanced:*

- Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

**Students will know:**

Learning Targets/ Skills

- How to prepare for the meritocratic structure of a professional orchestra setting

**Suggested Experiences:**

- Have students create mock auditions as judges for their classmates

# Performing Ensembles- Bands, Choirs, Orchestra

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

## New Jersey Student Learning Standards- Novice Ensembles

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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.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.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.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.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.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.9-12.1.3C.12acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures 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.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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.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.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.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.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.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.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.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.9-12.1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
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.
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.

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## **New Jersey Learning Standards- Intermediate Ensembles**

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.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 Learning Standards- Proficient Ensembles**

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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.

## **New Jersey Learning Standards- Accomplished Ensembles**

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MU.9-12.1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
MU.9-12.1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
MU.9-12.1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU.9-12.1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.9-12.1.3C.12acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions 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.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.

MU.9-12.1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
MU.9-12.1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
MU.9-12.1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
MU.9-12.1.3B.12acc.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.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
MU.9-12.1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
MU.9-12.1.3B.12acc.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.12acc.Re8a	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 varied researched sources.
MU.9-12.1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

## **New Jersey Learning Standards- Advanced Ensembles**

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MU.9-12.1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.9-12.1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
MU.9-12.1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
MU.9-12.1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
MU.9-12.1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.9-12.1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

MU.9-12.1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
MU.9-12.1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
MU.9-12.1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
MU.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
MU.9-12.1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
MU.9-12.1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
MU.9-12.1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

## Career Readiness, Life Skills Standards

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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 Connection

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.1L.IPRET.4).
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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.