

**Concert Band/Band Lessons
9-12
Fine & Performing Arts
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education Item 10

Agenda Item

Rationale

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

Public Notice of Non-Discrimination

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

Affirmative Action Officer

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Linden Public Schools Vision

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

Linden Public Schools Mission

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

Fine & Performing Arts Department Philosophy

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

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

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

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

Fine & Performing Arts Department Goals

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

Additional goals will:

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

I. Course Description

Concert Band- Band is an elective that is a planned progression from the elementary and middle school bands. The course includes the study and performance of varied repertoire of standard concert band literature. Sound rehearsal techniques and procedures are continually stressed and individual improvement of each student's performance is encouraged. Emphasis is placed on good tone production, balance, intonation, technical flexibility and musicianship. Participation in the winter and spring concert programs is part of the required curriculum. All band members are scheduled once a week for small group lessons on a rotating basis during the school day.

Band 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 Band Lessons should not be signed up for Concert Band or Concert Marching Band. Lessons for students in Concert Band or Concert Marching Band are an integral part of the course. Students are scheduled once a week for class lessons on a rotating basis during the school day. *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-VPA.pdf>

B. 21st Century Life and Career Standards

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

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

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

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

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

E. LGBTQ Mandate...

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

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

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.
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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	Unit 1: Musical Elements
Second Marking Period	Unit 2: Musical Expressions
Third Marking Period	Unit 3: Musical Understanding
Fourth Marking Period	Unit 4: Sight Reading and Improvisation

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
Preparation	Proficient	Proficient	Accomplished	Advanced
Tuning	Proficient	Proficient	Accomplished	Advanced
Intonation	Proficient	Proficient	Accomplished	Advanced
Breathe Support	Proficient	Proficient	Accomplished	Advanced
Phrasing	Proficient	Proficient	Accomplished	Advanced
Fluency of Scales and Arpeggios	Proficient	Proficient	Accomplished	Advanced
Articulation	Proficient	Proficient	Accomplished	Advanced
Symbols and Terminology	Proficient	Proficient	Accomplished	Advanced
Sight reading	Proficient	Proficient	Accomplished	Advanced

Rhythmic Fluency	Proficient	Proficient	Accomplished	Advanced
Blend and Balance	Proficient	Proficient	Accomplished	Advanced
Conducting Techniques	Proficient	Proficient	Accomplished	Advanced
Rehearsal Etiquette	Proficient	Proficient	Accomplished	Advanced
Rehearsal Listening	Proficient	Proficient	Accomplished	Advanced
Interpretation and performance of the various major musical periods	Proficient	Proficient	Accomplished	Advanced
Gain knowledge from performances by artists in concert and on recordings	Proficient	Proficient	Accomplished	Advanced
Appreciating individual development and achievement	Proficient	Proficient	Accomplished	Advanced
Utilizing Community Musical Resources	Proficient	Proficient	Accomplished	Advanced
Student Evaluation	Proficient	Proficient	Accomplished	Advanced

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

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

VII. Assessments

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

VIII. Resources

Books:

- Elliott, Raymond, Fundamentals of Music, Englewood Cliffs, New Jersey: PrenticeHall 1975.
- Perry, Margaret, A Junior High School Music Handbook, Englewood Cliffs, New Jersey: Prentice Hall 1975.
- Instrumental Music for Today's Schools, Prentice Hall Publications

Suggested Lesson Materials:

- Pearson, Bruce, Standard of Excellence, Kjos Publications
- Heim, Alyn, Drum Class Method, Belwin Publications
- Wessels, Mark, A Fresh Approach to the Snare Drum, M.W. Publications Firth, Vic
- Various Composers, Rubank Instrumental Method (Elementary & Intermediate Levels), Belwin Publications
- Arban, J.B, Complete Conservatory Method, Dover Publications Inc.
- Herring, Sigmund, Trumpet Method, Carl Fischer LLC
- Herring Sigmund, 40 progressive Etudes for Trumpet, Carl Fischer LLC
- Clarke, H.L., Clarke Studies, Hickman Music Edition
- Schlossberg – Daily Drills and Technical Studies, M. Baron Company
- C. Kopprasch, 60 Selected Studies for French Horn, Carl Fischer LLC
- Wye, Trevor, Practice Books for the Flute: Omnibus Edition
- Novello Various Composers, A Tune A Day, Boston Music
- Various Composers, A New Tune A Day, Wise Publications
- Whaley, Garwood Reed, Ted Syncopation
- Concone, Lyrical Studies
- Aebersold, Jamey
- Firth, Vic
- Igoe, Tommy Groove Essentials
- Strand, Spencer Turn it up and lay it Down

Websites:

- www.smartmusic.com
- www.musicfirst.com
- www.srf.com
- www.vicfirth.com
- www.Noteflight.com
- www.youtube.com
- www.connselmer.com
- www.yamaha.com

- www.gemeinhardt.com
- www.Mybigcampus.com
- www.thelessonroom.com
- www.bestmetronome.com
- www.allthingsstrings.com
- Sam Pilafian & Patrick Sheridan, The Brass Gym(A Comprehensive Daily Workout for Brass Players), Focus on Music

Periodicals:

- Music Alive, Cherry Lane Magazines, New York, New York Teaching Music
- The Instrumentalist
- Tempo
- School Band and Orchestra
- Flute Talk
- The Clarinet Journal
- The Saxophone Journal

Videos:

- Composer Specials Video Set, Sony.
- Handel's Last Chance Bach's Fight for Freedom Bizet's Dream
- Liszt's Rhapsody
- Strauss, the King of 3/4 Time Rossini's Ghost
- Beethoven Lives Upstairs
- Instrumental Classmates Video Set, Warner Brothers.
- Brass Woodwinds Strings Percussion Keyboard
- "Marsalis on Music," The Young People's Concert Series
- Why Toes Tap Listening for Clues Sousa to Satchmo Tackling the Monster

Computer Software:

- Musescore, "MuseScore"
- Coda Music Technology, "Finale" 1998 or above www.codamusic.com
- Sibelius Music, "Sibelius" 1999 or above www.sibelius.com
- SmartMusic

Unit #1: Musical Elements

Overview: Students will further develop the linguistic value of music through a better understanding of its variety of elements.

Essential Questions:

- How does an understanding of the musical elements enrich the artistic experience?
- What progression should be taken in order to provide a sound foundation for a musical experience?

Enduring Understanding:

- Mastery of Scales and Circle of 5ths
- Internal Pulse
- Relation of Time and Duration
- Balance & Blend
- Chord Voicing
- Full Ensemble Tuning Exercises

Students will be able to:

- Perform the circle of fourths
- Perform a variety of both simple/complex rhythms. Hear their role within chords and adjust their pitch accordingly
- Assess whether they are melody, counter-melody, or accompaniment and then balance appropriately within the ensemble

Students will know:

- How to play in all twelve key signatures
- How to properly subdivide when encountering complex rhythms
- How to properly tune their instruments in a broader spectrum while performing in both easy & difficult keys.
- Their role within the balance of the ensemble
- Contemporary approach to the proper concert band instrumentation
- Various transpositions to concert tuning notes
- Scale structure for diatonic tuning
- Need for constant pitch
- Support of tone Intensity
- Time signatures
- Changes in meter
- Tonal memory
- Melodic and harmonic intervals
- Scale and chord construction
- Beat patterns – 4/4, 3/4, 2/4, 6/8, 12/8

Suggested Experiences:

- Scale Tests
- Rhythm Tests
- Performance Music Part Tests
- Sight Reading Factory
- Variety of Band Literature
- Ensemble tuning to one or more notes
- Play long tones in comfortable range
- Play at various dynamic levels
- Position of mouthpiece, reed, lips, ligature, tongue and throat
- Proper posture
- Relaxation of throat
- Role of the diaphragm Diaphragmatic breathing
- Scales, arpeggios, rudiments, lip slurs
- Tuning of a given scale
- Formation of major, minor, diminished and augmented chords
- Individual tuning to one or more notes
- Tuning of sections by section leader Demonstration
- Tuning a given scale Bb, F, Eb, Ab, D
- Listen to and adjust chord progression
- Adjustment of instrument intonation characteristics i.e. (1-2-3 combination on trumpet)

Unit #2: Expressions

Overview: Students will nurture creativity through musical expression by eliciting aesthetic and intellectual responses.

Essential Questions:

- How does musicality affect the style of a piece?
- How does the style of the work affect the techniques in musicality?
- How important is phrasing to a piece of music?
- How does adding musical expression to a piece of music enhance its performance?

Enduring Understanding:

- Dynamics & Variations of Dynamics,
- Developing varieties of Articulation
- Phrasing

Students will be able to:

- Perform with proper dynamics and articulation.
- Understand where the Climax and Resolutions in a phrase are and use dynamics accordingly.
- Memorize basic phrasing rules and apply them in music.
- Memorize styles of different cultures and historical eras.

Students will know:

- How to use dynamics and articulation to give a piece proper phrasing.
- How to play music with proper phrasing.
- General phrasing tendencies.
- Historical and cultural stylistic differences and how to apply them to various works.
- Relative power and penetrating quality of the various instruments and choirs
- Lineal balance – melody, bass.
- Rhythmic and harmonic background
- Vertical balance
Horizontal balance
- Determining significance and relative importance if individual Parts compared to the whole ensemble
- Review of musical form phrase recognition through Notation and musicianship
- Staggered breathing
- Grammar of the baton preparatory beats
- Interpretive devices of the conductor -legato, staccato, accel, cresc., decresc., rit, f, p, fermata

Suggested Experiences:

- Students will be given a piece and asked to play it in a certain style.
- The teacher will demonstrate proper phrasing and students will emulate.
- Recordings provided to demonstrate how dynamics and articulation can be used to create a specific style from either a historical era or cultural context.
- The teacher will use various conducting techniques to get the students to phrase correctly.
- Variety of Band Literature
- Use of mutes – various types and effects
- Production of register extremes
- Function and necessity of special color instruments
- Correct fingerings and slide positions
- Structure of major and minor scales-natural, harmonic, melodic triads-diminished, augmented chords-seventh
- Position of tongue and teeth relative to mouthpiece Ramifications of tongue levels Action of tongue
- Correct syllables to think while performing tonguing action

Unit #3: Musical Understanding

Overview: Students will acquire an appreciation of music culture and musical awareness as it relates to music history, ultimately promoting one's relative responsibilities to their surroundings.

Essential Questions:

- How are musical decisions effected by our surroundings?
- Should tuning be a proactive or reactive process?
- What is being evaluated when listening to a performance?
- What's crucial to a successful performance and what is not?

Enduring Understanding:

- Rehearsal Listening Program
- Overtone Tuning
- Balance and Blend when in an ensemble setting

Students will be able to:

- Unified quality and type of articulation from player to player
- Balance properly within an ensemble.
- Appreciate what role music plays in various cultures and historical eras.
- Determine what role they have within a piece of music.

Students will know:

- How to listen to others within the ensemble and react to what they hear.
- How to react to the music of other cultures.
- How music influences a society.
- How technology has influenced music throughout the past 250 years.
- Balance
- Response to conductor
- Evaluate listening pertaining only to performance of material
- Knowledge of styles
- What to listen for in the rehearsal to enhance appreciation
- Role of the instrument as a solo
- Knowledge of instruments strengths and weaknesses
- Knowledge of background, makeup, objectives and program of local and visiting artists and organizations

Suggested Experiences:

- Question the students on their historical perspective of composers.
- Evaluate recordings of the ensemble performances.
- Quiz ensemble members on where the melodies lie within a given part to a given work.
- For each new work that is played in class, the teacher will provide a history of the piece.
- Students will be exposed to a variety of recordings.
- Count measures
- Count rhythmic musical pulses
- Change tempi
- Rehearse repeats
- Give literal translation of each tempo
- Discuss and demonstrate relationship of tempo to articulation
- Play each level on a chord
- Isolate and play short example from current music, as they occur in rehearsal
- Present and define – motif, phrase, section, period, cadence, semi, plagal, authentic, binary, ternary, rondo, dance forms and theme and variations
- Present and define- tonic, supertonic, median
- Daily sight-reading activities
- Read and perform a variety of Band Literature.

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 #4: Sight Reading and Improvisation

Overview: Students will acquire an appreciation of music culture and musical awareness as it relates to music history, ultimately promoting one's relative responsibilities to their surroundings.

Essential Questions:

- How will a student's prior knowledge of music history, culture, and its elements enhance one's ability to sightread a piece of music?
- How can composing and/or improvising develop a student's overall musicianship?
- Where does creative musical improvisational thought come from?

Enduring Understanding:

- Developing Spontaneous Response in All Keys,
- Free-form expression,
- Theory
- Scale Mastery

Students will be able to:

- Expressive playing based on the knowledge of all keys.
- Sight-read a variety of band literature.
- Create an improvisational solo using prior knowledge of the elements of music.
- Make great sight-reading decisions regarding articulation using their prior knowledge.

Students will know:

- How to engage in a musical experience without the use of musical notation.
- How to interpret by sight all of the elements of music in a composition.
- How to compose a musical work.

Suggested Experiences:

- During lessons, students will run through all scales from memory.
- Improv a song using no key center or prior rules given by instructor.
- Student will perform and record one's own musical creation(s). Teacher will evaluate where these ideas are going and produce feedback.
- Students will be exposed to a variety of recordings.
- Read and perform a variety of Band Literature.

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

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.

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

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

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

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

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

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.