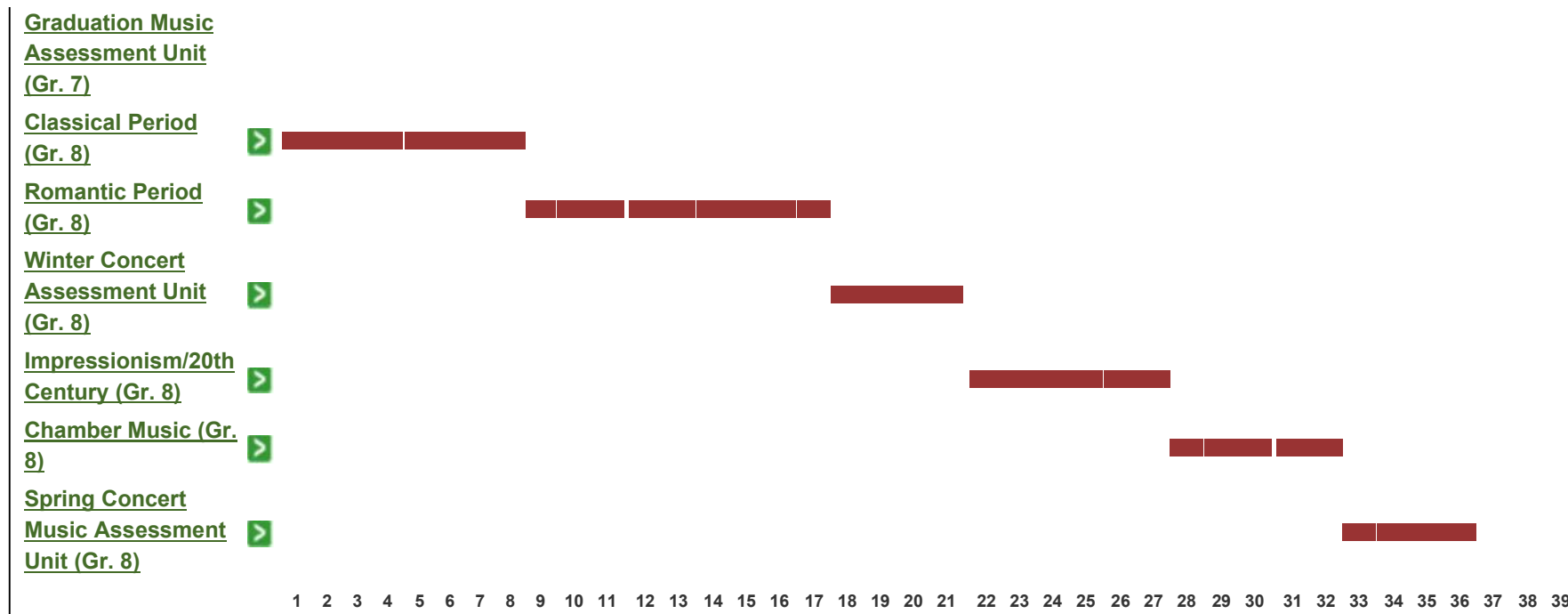




Green Brook Township School District

**Instrumental Music Curriculum Level 3***Middle School, Visual & Performing Arts, District Middle Curriculum*Green Brook Township  
Public Schools

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																													
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<u>Major/Minor Key</u>																																							
<u>Review Section (Gr. 6)</u>																																							
<u>Spring Concert</u>																																							
<u>Music Assessment</u>																																							
<u>Unit (Gr. 6)</u>																																							
<u>Graduation Music</u>																																							
<u>Assessment Unit</u>																																							
<u>(Gr. 6)</u>																																							
<u>Major/Minor Key</u>																																							
<u>Review (Gr. 7</u>																																							
<u>Review)</u>																																							
<u>Middle Ages (Gr. 7)</u>																																							
<u>Renaissance (Gr. 7)</u>																																							
<u>Winter Concert</u>																																							
<u>Assessment Unit</u>																																							
<u>(Gr. 7)</u>																																							
<u>Baroque Period (Gr.</u>																																							
<u>7)</u>																																							
<u>Chamber Music (Gr.</u>																																							
<u>7)</u>																																							
<u>Spring Concert</u>																																							
<u>Music Assessment</u>																																							
<u>Unit (Gr. 7)</u>																																							



Last Updated: Friday, April 15, 2011, 4:22PM

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Major/Minor Key Review Section (Gr. 6)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Major/Minor Key Review Section (Gr. 6) (Week 22, 11 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### **Description of Unit**

Students will review all major and minor keys studied in the instrumental music studies class.

#### **Essential Questions**

1) Why is it important to be able to play in all major and minor keys?

#### **Knowledge**

#### **Skills**

<p>Students will know</p> <ol style="list-style-type: none"> <li>1) the key signature for the following major keys: Bb, Eb, F, C, and Ab.</li> <li>2) the key signature for the following minor keys: g, c, and d.</li> <li>3) all three forms of minor.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A) demonstrate facility in the major keys in the first two lesson books.</li> <li>B) demonstrate facility in the minor keys in the first two lesson books.</li> <li>C) demonstrate the ability to play the minor scales in all three forms.</li> </ol>
<p><b><u>Assessments</u></b></p> <p><b>Pre-assessment: Students identify the key signature of their Concert Bb Major Scale</b>  <b>Diagnostic: Other written assessments</b>          Students will use their prior knowledge to identify the key signature of the Concert Bb Major Scale.          1.1.8.B.2          1.3.8.B.1</p> <p><b>Concert Bb Major Scale in quarter note/ eighth note pattern.</b>  <b>Formative: Exhibition</b>          Students will play the Concert Bb Major Scale in the Region II format.          1.3.8.B.1</p> <p><b>Songs in Concert Bb Major</b>  <b>Formative: Exhibition</b>          Students will perform examples in the key of Bb Major.          1.1.8.B.2          1.3.8.B.1          1.3.8.B.2          1.3.8.B.3          1.4.8.A.7</p> <p><b>Pre-assessment: Students identify the key signature of their concert g minor scale</b>  <b>Diagnostic: Other written assessments</b>          Students will use their prior knowledge to identify the key signature of the concert g minor scale.          1.1.8.B.2          1.3.8.B.1</p> <p><b>Students will play their concert g minor scale in the Region II format.</b>  <b>Formative: Exhibition</b></p>	

Students will play the concert g minor scale in the Region II format.

1.3.8.B.1

### **Songs in the key of g minor**

#### **Formative: Exhibition**

Students will perform examples in the key of g minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of their Concert Eb Major Scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the Concert Eb Major Scale.

1.1.8.B.2

1.3.8.B.1

### **Eb Major Scale in quarter note/ Concert eighth note pattern.**

#### **Formative: Exhibition**

Students will play the Concert Eb Major Scale in the Region II format.

1.3.8.B.1

### **Songs in Concert Eb Major**

#### **Formative: Exhibition**

Students will perform examples in the key of Eb Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of their concert c minor scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the concert c minor scale.

1.1.8.B.2

1.3.8.B.1

### **Concert c minor scale in quarter note/ eighth note pattern.**

#### **Formative: Exhibition**

Students will play the concert c minor scale in the Region II format.

1.3.8.B.1

### **Songs in the key of c minor**

#### **Formative: Exhibition**

Students will perform examples in the key of c minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-Assessment: Students attempt to identify key signature of Concert F Major Scale**

#### **Diagnostic: Other written assessments**

Students will attempt to use their prior knowledge to identify the key signature of the Concert F Major Scale

1.1.8.B.2

1.3.8.B.1

### **Concert F Major Scale in quarter note/ eighth note pattern.**

#### **Formative: Exhibition**

Students will play the Concert F Major Scale in the Region II format.

1.3.8.B.1

### **Songs in Concert F Major**

#### **Formative: Exhibition**

Students will perform examples in the key of F Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of their concert c minor scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the concert c minor scale.

1.1.8.B.2

1.3.8.B.1

### **Concert c minor scale in quarter note/ eighth note pattern.**

#### **Formative: Exhibition**

Students will play the concert c minor scale in the Region II format.

1.3.8.B.1

### **Songs in Concert C Major**

#### **Formative: Exhibition**

Students will perform examples in the key of C Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of their Concert Ab Major Scale**

#### **Formative: Other written assessments**

Students will use their prior knowledge to identify the key signature of the Concert Ab Major Scale

1.1.8.B.2

1.3.8.B.1

### **Concert Ab Major Scale in quarter note/ eighth note pattern.**

#### **Formative: Exhibition**

Students will play the Concert Bb Major Scale in the Region II format.

1.3.8.B.1

### **Songs in the Key of Concert Ab Major**

#### **Formative: Exhibition**

Students will perform examples in the key of Ab Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of their concert d minor scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the concert d minor scale.

1.1.8.B.2

1.3.8.B.1

### **Concert d minor scale in quarter note/ eighth note pattern.**

#### **Formative: Exhibition**

Students will use their prior knowledge to identify the key signature of the concert d minor scale.

1.1.8.B.2

1.3.8.B.1

### Songs in the key of d minor

#### Formative: Exhibition

Students will perform examples in the key of d minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### Unit Test

#### Summative: Exhibition

Students will be performance tested on all unit content.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### Activities

- Concert Bb Major Scale in quarter note/eighth note pattern
- Songs in Concert Bb Major: "Technique Break" (Technical Exercise), "Rig A Jig Jig"
- Concert g minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)
- Songs in concert g minor: "Pat-A-Pan", "Articualtion Adventure"(Technical Exercise)
- Concert Eb Major Scale in quarter note/eighth note pattern
- Songs in Concert Eb Major: "Technique Break" (technical exercise), "My Partner and I"
- Concert c minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)

### Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.
- For minor scales, students experiencing difficulty will play in the harmonic minor form, demonstrating the raised seventh scale degree instead of playing all three forms of the minor.



- Songs in concert c minor: "Tumbalalaika", "Technique Break"(Technical Exercise)
- Concert F Major Scale in quarter note/eighth note pattern
- Songs in Concert F Major: "Technique Break" (technical exercise), "The British Grenadiers"
- Concert C Major Scale in quarter note/eighth note pattern
- Songs in Concert C Major: "Technique Break" (technical exercise), "Green Grow the Rashes O", "Bonnie Glen Shee"
- Concert Ab Major Scale in quarter note/eighth note pattern
- Songs in Concert Ab Major: "Technique Break" (technical exercise), "La Raspa", "Londonderry Air", "Arirang"
- Concert d minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)
- Songs in concert d minor: "Hwi Ne Ya He", "Envoyons D'L'Avant", "Nos Gens", "Technique Break"(Technical Exercise)

Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u><a href="#">Standard of Excellence, Book 3</a></u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Spring Concert Music Assessment Unit (Gr. 6)**

 Green Brook Township  
Public Schools

*Middle School, Visual & Performing Arts, District Middle Curriculum*

### **Unit: Spring Concert Music Assessment Unit (Gr. 6) (Week 33, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### **B. Music**

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### **B. Music**

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### **B. Critique Methodologies**

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

#### **Description of Unit**

Students will be able to demonstrate sections of the band music, ultimately for a summative assessment containing all sections.

#### **Essential Questions**

1) How does mastering individual band pieces enhance the overall concert experience for you and your bandmates?

Knowledge	Skills
<p>Students will know</p> <p>1) how to play technical sections of all band pieces.</p>	<p>Students will be able to</p> <p>A) demonstrate playing technical sections of all Spring Concert pieces close to tempo.</p>
<b><u>Assessments</u></b>	
<p><b>Piece No. 1</b>  <b>Formative: Exhibition</b>  Students will demonstrate technical sections of a band piece.  1.1.5.B1  1.1.5.B2  1.2.5.A2  1.3.5.B1  1.4.5.B2</p> <p><b>Piece No. 2</b>  <b>Formative: Exhibition</b>  Students will demonstrate technical sections of a band piece.  1.1.5.B1  1.1.5.B2  1.2.5.A2  1.3.5.B1  1.4.5.B2</p> <p><b>Piece No. 3</b>  <b>Formative: Exhibition</b>  Students will demonstrate technical sections of a band piece.  1.1.5.B1  1.1.5.B2  1.2.5.A2  1.3.5.B1  1.4.5.B2</p> <p><b>Piece No. 4</b>  <b>Formative: Exhibition</b></p>	

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

### Spring Band Music Test

#### Summative: Exhibition

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Students will play one of the band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Graduation Music Assessment Unit (Gr. 6)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Graduation Music Assessment Unit (Gr. 6) (Week 37, 1 Week)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

B. Critique Methodologies

- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
Students will be able to demonstrate the technical sections of the eighth-grade graduation music, ultimately for a summative assessment containing all sections.	1) What are some ways that knowing the graduation musical pieces enhance the overall concert experience for you, your bandmates, and the eighth-grade graduates?
Knowledge	Skills

<p>Students will know</p> <p>1) how to play technical sections of "Pomp and Circumstance".</p> <p>2) how to play technical sections of "America the Beautiful".</p>	<p>Students will be able to</p> <p>A) demonstrate playing technical sections of "Pomp and Circumstance" close to tempo.</p> <p>B) demonstrate playing technical sections of "America the Beautiful" close to tempo.</p>
<p><b><u>Assessments</u></b></p>	
<p><b>Students will demonstrate technical sections of "Pomp and Circumstance"</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of "Pomp and Circumstance".</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p> <p><b>Students will demonstrate technical sections of "America the Beautiful".</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of "America the Beautiful".</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p> <p><b>Unit Test</b></p> <p><b>Summative: Exhibition</b></p> <p>Students will demonstrate technical sections of graduation musical pieces.</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p>	
<b>Activities</b>	<b>Activities to Differentiate Instruction</b>

<ul style="list-style-type: none"> <li>Students will play one of the graduation pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Graduation Music ("Pomp and Circumstance", "America the Beautiful")

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Major/Minor Key Review (Gr. 7 Review)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Major/Minor Key Review (Gr. 7 Review)** (Week 1, 8 Weeks)

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### **Description of Unit**

Students will review all major and minor keys learned in instrumental music studies class.

#### **Essential Questions**

1) Why is it important to be able to play all major and minor keys?

#### **Knowledge**

#### **Skills**



<p>Students will know</p> <ol style="list-style-type: none"> <li>1) the key signature for the following major keys: Bb, Eb, F, C, and Ab.</li> <li>2) the key signature for the following minor keys: g, c, and d.</li> <li>3) all three forms of minor.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A) demonstrate facility in the major keys in the first two lesson books.</li> <li>B) demonstrate facility in the minor keys in the first two lesson books.</li> <li>C) demonstrate the ability to play the minor scales in all three forms.</li> </ol>
<p><b><u>Assessments</u></b></p> <p><b>Pre-assessment: Students identify the key signature of their Concert Bb Major Scale</b>  <b>Diagnostic: Other written assessments</b>          Students will use their prior knowledge to identify the key signature of the Concert Bb Major Scale          1.1.8.B.2          1.3.8.B.1</p> <p><b>Concert Bb Major Scale in quarter note/ eighth note pattern.</b>  <b>Formative: Exhibition</b>          Students will play the Concert Bb Major Scale in the Region II format.          1.3.8.B.1</p> <p><b>Songs in Concert Bb Major</b>  <b>Formative: Exhibition</b>          Students will perform examples in the key of Bb Major.          1.1.8.B.2          1.3.8.B.1          1.3.8.B.2          1.3.8.B.3          1.4.8.A.7</p> <p><b>Pre-assessment: Students identify the key signature of their concert g minor scale</b>  <b>Diagnostic: Other written assessments</b>          Students will use their prior knowledge to identify the key signature of the concert g minor scale.          1.1.8.B.2          1.3.8.B.1</p> <p><b>Concert g minor scale in quarter note/eighth note pattern</b>  <b>Formative: Exhibition</b></p>	

Students will play the concert g minor scale in the Region II format.

1.3.8.B.1

### **Songs in the key of g minor**

#### **Formative: Exhibition**

Students will perform examples in the key of g minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of the Concert Eb Major Scale**

#### **Diagnostic: Other written assessments**

Students will attempt to use their prior knowledge to identify the key signature of the Concert Eb Major Scale.

1.1.8.B.2

1.3.8.B.1

### **Eb Major Scale in quarter note/Concert eighth note pattern**

#### **Formative: Exhibition**

Students will play the Concert Eb Major Scale in the Region II format.

1.3.8.B.1

### **Songs in Concert Eb Major**

#### **Formative: Exhibition**

Students will perform examples in the key of Eb Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of the concert c minor scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the concert c minor scale.

1.1.8.B.2

1.3.8.B.1

### **Concert c minor scale in quarter note/eighth note pattern**

#### **Formative: Exhibition**

Students will play the concert c minor scale in the Region II format.

1.3.8.B.1

### **Songs in the key of c minor**

#### **Formative: Exhibition**

Students will perform examples in the key of c minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-Assessment: Students identify key signature of Concert F Major Scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the Concert F Major Scale.

1.1.8.B.2

1.3.8.B.1

### **Concert F Major Scale in quarter note/eighth note pattern**

#### **Formative: Exhibition**

Students will play the Concert F Major Scale in the Region II format.

1.3.8.B.1

### **Songs in Concert F Major**

#### **Formative: Exhibition**

Students will perform examples in the key of F Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of the Concert C Major Scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the Concert C Major Scale.

1.1.8.B.2

1.3.8.B.1

### **Concert C Major Scale in quarter note/eighth note pattern**

#### **Formative: Exhibition**

Students will play the Concert C Major Scale in the Region II format.

1.3.8.B.1

### **Songs in Concert C Major**

#### **Formative: Exhibition**

Students will perform examples in the key of C Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of the Concert Ab Major Scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the Concert Ab Major Scale.

1.1.8.B.2

1.3.8.B.1

### **Concert Ab Major Scale in quarter note/eighth note pattern**

#### **Formative: Exhibition**

Students will play the Concert Bb Major Scale in the Region II format.

1.3.8.B.1

### **Songs in the Key of Concert Ab Major**

#### **Formative: Exhibition**

Students will perform examples in the key of Ab Major.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### **Pre-assessment: Students identify the key signature of the concert d minor scale**

#### **Diagnostic: Other written assessments**

Students will use their prior knowledge to identify the key signature of the concert d minor scale.

1.1.8.B.2

1.3.8.B.1

### **Concert d minor scale in quarter note/eighth note pattern**

#### **Formative: Exhibition**

Students will play the concert d minor scale in the Region II format.

1.3.8.B.1

### Songs in the key of d minor

#### Formative: Exhibition

Students will perform examples in the key of d minor.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### Unit Test

#### Summative: Exhibition

Students will be performance tested on all unit content.

1.1.8.B.2

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.7

### Activities

- Concert Bb Major Scale in quarter note/eighth note pattern
- Songs in Concert Bb Major: "Technique Break" (Technical Exercise), "Rig A Jig Jig"
- Concert g minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)
- Songs in concert g minor: "Pat-A-Pan", "Articualtion Adventure"(Technical Exercise)
- Concert Eb Major Scale in quarter note/eighth note pattern
- Songs in Concert Eb Major: "Technique Break" (technical exercise), "My Partner and I"
- Concert c minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)
- Songs in concert c minor: "Tumbalalaika", "Technique Break"(Technical Exercise)

### Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.
- Memorization - Scales can be read from the book on the quizzes if the student has great difficulty memorizing the major and minor sclaes covered in the unit.

- Concert F Major Scale in quarter note/eighth note pattern
- Songs in Concert F Major: "Technique Break" (technical exercise), "The British Grenadiers"
- Concert C Major Scale in quarter note/eighth note pattern
- Songs in Concert C Major: "Technique Break" (technical exercise), "Green Grow the Rashes O", "Bonnie Glen Shee"
- Concert Ab Major Scale in quarter note/eighth note pattern
- Songs in Concert Ab Major: "Technique Break" (technical exercise), "La Raspa", "Londonderry Air", "Arirang"
- Concert d minor scale in quarter note/eighth note pattern (in all three forms of minor, and 2 octaves if possible)
- Songs in concert d minor: "Hwi Ne Ya He", "Envoyons D'L'Avant", "Nos Gens", "Technique Break"(Technical Exercise)

Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 3</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Last Updated: Tuesday, April 12, 2011, 8:16AM



Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Middle Ages (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Middle Ages (Gr. 7) (Week 9, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about musical elements of the Middle Ages, such as musical forms, composers, styles, etc.	<p>1) How would you describe the Middle Ages?</p> <p>2) How would you describe the difference between sacred and secular in relation to the music of the Middle Ages?</p>
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> <li>1. aspects of the Middle Ages and how it relates to the music of the time.</li> <li>2. how to form modes.</li> <li>3. how to differentiate between sacred and secular.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A. demonstrate their knowledge of the Middle Ages by playing examples correctly.</li> <li>B. form one of the seven modes and play it.</li> <li>C. identify the piece they are playing as sacred or secular and play the piece accordingly.</li> </ol>



## Assessments

### **Pre-Assessment: How Would You Describe the Middle Ages?**

#### **Diagnostic: Other written assessments**

Students will describe the characteristics of the Middle Ages.

1.2.8.A.2

1.2.8.A.3

### **Playing of Middle Ages Examples**

#### **Formative: Exhibition**

Students will play examples from the Middle Ages, adhering to the the aspects of the time period.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

### **Middle Ages Packet**

#### **Formative: Other written assessments**

Students will complete a packet on the Middle Ages. The packet can be used as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

1.4.8.B.3

### **Unit Test**

#### **Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7 1.4.8.B.1 1.4.8.B.2 1.4.8.B.3	
<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<ul style="list-style-type: none"> <li>• Middle Ages Packet</li> <li>• Discussion, creating, and playing modes</li> <li>• Playing of secular and sacred examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> <li>• Varied Study Guide - A student experiencing difficulty comprehending the entire packet can be given a summative study guide instead.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<u>Standard of Excellence, Book 3</u>  <i>Neil A. Kjos Music Company</i>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Renaissance (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Renaissance (Gr. 7) (Week 13, 5 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about musical elements of the Renaissance Period, such as musical forms, composers, styles, etc.	1. How is the Renaissance Period different from the Middle Ages?  2. In which time period would you rather live?
Knowledge	Skills
Students will know  1. how the Renaissance Period differs from the Middle Ages period, and characterizing aspects such as styles, forms, and composers.  2. how to identify different aspects of Renaissance musical style.	Students will be able to  A. demonstrate their knowledge of the Renaissance by explaining differences between the Middle Ages and the Renaissance periods, and by playing examples correctly based on this knowledge.  B. identify and explain forms of the Renaissance and be able to play them correctly in the form indicated.
<b><u>Assessments</u></b>	
<b>Pre-Assessment: How Would You Describe the Renaissance Period?</b>	

**Diagnostic: Other written assessments**

Students will describe the characteristics of the Renaissance.

1.2.8.A.2

1.2.8.A.3

**Playing of Renaissance Examples****Formative: Exhibition**

Students will play examples from the Renaissance, adhering to the the aspects of the time period.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

**Renaissance Packet****Formative: Other written assessments**

Students will complete a packet on the Renaissance and use it as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

**Unit Test****Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Renaissance Packet</li> <li>• Discussion, creation, and playing of major and minor scales</li> <li>• pPaying of Renaissance examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A, student who excels will play challenging examples.</li> <li>• Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide instead.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 3</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Winter Concert Assessment Unit (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*



### **Unit: Winter Concert Assessment Unit (Gr. 7) (Week 18, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

<b>Description of Unit</b>	<b>Essential Questions</b>
Students will be able to demonstrate sections of the band music, ultimately for a summative assessment containing all sections.	1) How does knowing the band pieces enhance the overall concert experience for you and your bandmates?
<b>Knowledge</b>	<b>Skills</b>
Students will know	Students will be able to

1) how to play technical sections of all band pieces.

A) demonstrate playing technical sections of all Winter Concert pieces close to tempo.

### Assessments

#### **Piece No. 1**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 2**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 3**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 4**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2



1.3.5.B1

1.4.5.B2

**Winter Band Music Test****Summative: Exhibition**

Students will demonstrate technical sections of all of the band pieces.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Students will play one of the band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Baroque Period (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Baroque Period (Gr. 7) (Week 22, 7 Weeks)**

#### **New Jersey Core Curriculum Standards**

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

###### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

###### A. History of the Arts and Culture

- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

###### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

###### A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about musical elements of the Baroque Period, such as musical forms, composers, styles, etc.	1. How is the Renaissance Period different from the Baroque Period?
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> <li>1. how the Renaissance Period differs from the Baroque Period.</li> <li>2. aspects of the Baroque Period, such as styles, forms, and composers.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A. demonstrate their knowledge of the Baroque Period by explaining differences between the Renaissance and Baroque periods, and by playing examples correctly.</li> <li>B. identify and explain forms at sight and play them correctly in the form indicated.</li> </ol>

Assessments**Pre-Assessment: How Would You Describe the Baroque Period?****Diagnostic: Other written assessments**

Students will describe the characteristics of the Baroque Period.

1.2.8.A.2

1.2.8.A.3

**Playing of Baroque Examples****Formative: Exhibition**

Students will play examples from the Baroque Period, adhering to the the aspects of the time period.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

**Baroque Packet****Formative: Other written assessments**

Students will complete a packet on the Baroque Period and use it as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

**Unit Test****Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1 1.4.8.B.2 1.4.8.B.3	
<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<ul style="list-style-type: none"> <li>• Baroque Packet</li> <li>• Playing of Baroque examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> <li>• Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<u>Standard of Excellence, Book 3</u>  <i>Neil A. Kjos Music Company</i>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Chamber Music (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Chamber Music (Gr. 7) (Week 29, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
Students will learn about chamber music. They will learn how to define chamber music, how to set up as a chamber group, how to rely on each other, and how to play the music.	1) In what ways can playing chamber music improve your musicianship?
Knowledge	Skills
<p>Students will know</p> <p>1) what chamber music is.</p> <p>2) the set-up for playing chamber music.</p> <p>3) how to rely on each other in order to play together without a conductor.</p>	<p>Students will be able to</p> <p>A) demonstrate their knowledge of chamber music by playing the music in the correct style.</p> <p>B) arrange the ensemble independently and explain the purpose of the set-up.</p> <p>C) demonstrate being able to play together without a conductor.</p> <p>D) demonstrate the correct body language and cues that are necessary for any chamber ensemble.</p>
<b><u>Assessments</u></b>	
<b>What is Chamber Music?</b>	

**Diagnostic: Other written assessments**

Students will define chamber music.

1.4.8.A.3

1.4.8.A.7

**Playing of Various Chamber Pieces****Formative: Exhibition**

Students will play various chamber pieces, eventually choosing one to play for their peers to critique.

1.1.8.B.1

1.1.8.B.2

1.2.8.B.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1

1.4.8.A.2

1.4.8.A.3

1.4.8.A.7

1.4.8.B.1

1.4.8.B.2

**Playing Selected Chamber Piece for Performance****Summative: Exhibition**

Students will play a selected chamber piece for their peers to critique. The students will play the piece a second time, while incorporating appropriate ideas suggested to them.

1.1.8.B.1

1.1.8.B.2

1.2.8.B.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1

1.4.8.A.2

1.4.8.A.3

1.4.8.A.7

1.4.8.B.1

1.4.8.B.2



**Activities**

- Play various chamber music pieces.
- Perform for fellow band students for critique.

**Activities to Differentiate Instruction**

- Varied difficulty of demonstrated examples -The chamber groups will play pieces based on their ability level.

**Integrated/Cross-Disciplinary Instruction**

- Sound Production and Pitch (Vocal Music, Science)
- Note Reading (Vocal Music)
- Note Values (Vocal Music, Math)

**Resources**

Various chamber music pieces

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Spring Concert Music Assessment Unit (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Spring Concert Music Assessment Unit (Gr. 7) (Week 33, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Description of Unit	Essential Questions
Students will be able to demonstrate sections of the band music, ultimately for a summative assessment containing all sections.	1) How does knowing band pieces enhance the overall concert experience for you and your bandmates?
Knowledge	Skills

Students will know

1) how to play technical sections of all band pieces.

Students will be able to

A) demonstrate playing technical sections of all Spring Concert pieces close to tempo.

### Assessments

#### **Piece No. 1**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 2**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 3**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 4**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Spring Band Music Test****Summative: Exhibition**

Students will demonstrate technical sections of all band pieces.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Students will play one of the band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Graduation Music Assessment Unit (Gr. 7)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Graduation Music Assessment Unit (Gr. 7) (Week 37, 1 Week)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
Students will be able to demonstrate sections of the eighth-grade graduation music, ultimately for a summative assessment containing all sections.	1) How does knowing band pieces enhance the overall concert experience for you, your bandmates, and the eighth-grade graduates?
Knowledge	Skills
Students will know	Students will be able to

- 1) how to play technical sections of "Pomp and Circumstance".
- 2) how to play technical sections of "America the Beautiful".

A) demonstrate playing technical sections of "Pomp and Circumstance" close to tempo.

B) demonstrate playing technical sections of "America the Beautiful" close to tempo.

### Assessments

**Students will demonstrate technical sections of "Pomp and Circumstance".**

#### **Formative: Exhibition**

Students will demonstrate technical sections of "Pomp and Circumstance".

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Students will demonstrate technical sections of "America the Beautiful".**

#### **Formative: Exhibition**

Students will demonstrate technical sections of "America the Beautiful".

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Unit Test**

##### **Summative: Exhibition**

Students will demonstrate technical sections of graduation music.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Activities**

#### **Activities to Differentiate Instruction**

<ul style="list-style-type: none"> <li>Students will play one of their graduation pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Graduation Music ("Pomp and Circumstance", "America the Beautiful")

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Classical Period (Gr. 8)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Classical Period (Gr. 8) (Week 1, 8 Weeks)**

#### **New Jersey Core Curriculum Standards**

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

###### **B. Music**

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

###### **A. History of the Arts and Culture**

- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

###### **B. Music**

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

##### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

###### **A. Aesthetic Responses**



- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about the musical elements of the Classical Period, such as musical forms, composers, styles, etc.	<p>1) How is the Classical Period different from the Baroque Period?</p> <p>2) How would you describe the difference between Binary, Ternary, and Rondo form?</p> <p>4) When asked to play in the style of dolce, what aspects would you consider in your approach to the piece?</p>
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> <li>1. how the classical period differs from the Baroque Period in characterizing aspects such as styles, forms, and composers.</li> <li>2. how to identify different classical forms.</li> <li>3. how to play in the dolce style.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A) demonstrate their knowledge of the Classical Period by explaining differences between the Baroque and Classical Periods, and by playing examples correctly.</li> <li>B) identify and explain forms at sight and play them correctly in the form indicated.</li> </ol>

C) demonstrate playing dolce and identify aspects brought to the style by the musician.

### Assessments

#### **Pre-Assessment: How Would You Describe the Classical Period?**

##### **Diagnostic: Other written assessments**

Students will describe the characteristics of the Classical Period.

1.2.8.A.2

1.2.8.A.3

#### **Playing of Classical Examples**

##### **Formative: Exhibition**

Students will play examples from the Classical Period, adhering to the the aspects of the time period discussed in class.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

#### **Classical Packet**

##### **Formative: Other written assessments**

Students will complete a packet on the Classical Period and use it as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

#### **Unit Test**

##### **Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2  
 1.2.8.A.3  
 1.3.8.B.1  
 1.3.8.B.2  
 1.3.8.B.3  
 1.4.8.A.1-7  
 1.4.8.B.1  
 1.4.8.B.2  
 1.4.8.B.3

<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<ul style="list-style-type: none"> <li>• Classical Packet</li> <li>• Playing of Classical examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> <li>• Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 3</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Romantic Period (Gr. 8)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Romantic Period (Gr. 8) (Week 9, 9 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### **B. Music**

- 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### **A. History of the Arts and Culture**

- 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### **B. Music**

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

## B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about the musical elements of the Romantic Period, such as musical forms, composers, styles, etc.	1) How is the Romantic Period different from the Classical Period? 2) Is the 6/4 time signature simple or compound meter? 3) Is the 5/4 time signature simple or compound meter? 4) What simple meter does 12/8 most closely resemble?
Knowledge	Skills
Students will know  1) how the Romantic Period differs from the Classical Period, in characterizing aspects such as styles, forms, and composers.  2) how to play in 6/4 time.	Students will be able to  A) demonstrate their knowledge of the Romantic Period by explaining differences between the Romantic and Classical Periods and by playing examples correctly.  B) play examples in 6/4 time.

3) how to play in 5/4 time.

4) how to play in 12/8 time.

C) demonstrate examples in 5/4 time.

D) demonstrate playing examples in 12/8 time.

### Assessments

#### **Pre-Assessment: How Would You Describe the Romantic Period?**

##### **Diagnostic: Other written assessments**

Students will describe the characteristics of the Romantic Period.

1.2.8.A.2

1.2.8.A.3

#### **Playing of Romantic Examples**

##### **Formative: Exhibition**

Students will play examples from the Romantic Period, adhering to the aspects of the time period.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

#### **Romantic Packet**

##### **Formative: Other written assessments**

Students will complete a packet on the Romantic Period and use it as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

#### **Unit Test**

##### **Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2  
 1.2.8.A.3  
 1.3.8.B.1  
 1.3.8.B.2  
 1.3.8.B.3  
 1.4.8.A.1-7  
 1.4.8.B.1  
 1.4.8.B.2  
 1.4.8.B.3

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Romantic Packet</li> <li>Playing Romantic examples</li> </ul>	<ul style="list-style-type: none"> <li>Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> <li>Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 3</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Winter Concert Assessment Unit (Gr. 8)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Winter Concert Assessment Unit (Gr. 8)** (Week 18, 4 Weeks)

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Description of Unit	Essential Questions
Students will be able to demonstrate sections of the band music, ultimately for a summative assessment containing all sections.	1) How does knowing band pieces enhance the overall concert experience for you and your bandmates?
Knowledge	Skills



Students will know

1) how to play technical sections of all band pieces.

Students will be able to

A) demonstrate playing technical sections of all Winter Concert pieces close to tempo.

### Assessments

#### **Piece No. 1**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 2**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 3**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 4**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Winter Band Music Test****Summative: Exhibition**

Students will demonstrate technical sections of a band piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Students will play one of the band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Impressionism/20th Century (Gr. 8)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Impressionism/20th Century (Gr. 8) (Week 22, 6 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### **B. Music**

- 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### **A. History of the Arts and Culture**

- 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### **B. Music**

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## A. Aesthetic Responses

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

## B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Description of Unit	Essential Questions
Students will learn about the 20th Century Art Music/Impressionism Period and musical elements from it, such as forms, composers, styles, etc.	<p>1) How is the 20th Century Art Music/Impressionism Period different from the Romantic Period?</p> <p>2) How is Debussy’s whole tone scale important to the music of the 20th Century Art Music/Impressionism Period?</p> <p>3) How can you subdivide through asymmetrical meters?</p> <p>4) What is twelve-tone row, and what is its relevance to the period?</p>
Knowledge	Skills
<p>Students will know</p> <p>1) how the Romantic Period differs from the 20th Century Art Music/Impressionism Period and its characterizing aspects, such as styles, forms, and composers.</p>	<p>Students will be able to</p> <p>A) demonstrate their knowledge of the 20th Century Art Music/Impressionism Period by explaining differences between the</p>

2) how to construct and play a whole tone scale in any key.

3) how to subdivide through asymmetrical meters.

4) how to create and play a twelve-tone row.

Romantic and 20th Century Art Music/Impressionism Periods, and by playing examples correctly.

B) construct a whole tone scale given any pitch and be able to play it on their instrument.

C) play examples containing asymmetrical meters.

D) create a twelve tone-row and play it on their instruments.

### Assessments

#### **Pre-Assessment: How Would You Describe the Impressionistic Period?**

##### **Diagnostic: Other written assessments**

Students will attempt to describe the characteristics of the Impressionistic Period.

1.2.8.A.2

1.2.8.A.3

#### **Playing of 20th Century/ Impressionistic Examples**

##### **Formative: Exhibition**

Students will play examples from the 20th Century/ Impressionistic period, adhering to the the aspects of the time period.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

#### **20th Century/Impressionism Packet**

##### **Formative: Other written assessments**

Students will complete a packet on the 20th Century/Impressionism Period and use it as a study guide.

1.4.8.A.2

1.4.8.A.3

1.4.8.A.4

**Unit Test****Summative: Exhibition**

Students will take a unit test, consisting of written questions and performance of examples.

1.1.8.B.2

1.2.8.A.2

1.2.8.A.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1-7

1.4.8.B.1

1.4.8.B.2

1.4.8.B.3

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• 20th Century Art Music/Impressionism Period Packet</li> <li>• Playing of 20th Century Art Music/Impressionism Period examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> <li>• Varied Study Guide - A student experiencing difficulty comprehending the entire packet will be given a summative study guide.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 3</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Chamber Music (Gr. 8)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Chamber Music (Gr. 8) (Week 28, 5 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.2 History of the Arts and Culture**

1.2: History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

##### A. History of the Arts and Culture

- 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### A. Aesthetic Responses



- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

#### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

Description of Unit	Essential Questions
<p>Students will learn to describe and play chamber music, including how to set up as a chamber group, how to rely on each other, and how to play the music.</p>	<p>1) In what ways can playing chamber music improve your musicianship?</p>
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> <li>1) what chamber music is.</li> <li>2) the set-up for playing chamber music.</li> <li>3) how to rely on each other in order to play together without a conductor.</li> </ol>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>A) demonstrate their knowledge of chamber music by playing the music in the correct style.</li> <li>B) set-up the ensemble and explain the purpose of the set-up.</li> <li>C) demonstrate the ability to play together (without a conductor) by using the correct body language and cues that are necessary in a chamber ensemble.</li> </ol>

Assessments**What is Chamber Music?****Diagnostic: Other written assessments**

Students will define chamber music.

1.4.8.A.3

1.4.8.A.7

**Playing of Various Chamber Music Pieces****Formative: Exhibition**

Students will play various chamber pieces, eventually choosing one to play for their peers to critique.

1.1.8.B.1

1.1.8.B.2

1.2.8.B.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1

1.4.8.A.2

1.4.8.A.3

1.4.8.A.7

1.4.8.B.1

1.4.8.B.2

**Playing of Selected Chamber Music Piece for Peers****Summative: Exhibition**

Students will play their selected chamber piece for their peers to critique. The students will play the piece a second time and incorporate appropriate ideas suggested to them.

1.1.8.B.1

1.1.8.B.2

1.2.8.B.3

1.3.8.B.1

1.3.8.B.2

1.3.8.B.3

1.4.8.A.1

1.4.8.A.2

1.4.8.A.3

1.4.8.A.7

1.4.8.B.1 1.4.8.B.2	
<b>Activities</b>	<b>Activities to Differentiate Instruction</b>
<ul style="list-style-type: none"> <li>• Play various chamber music pieces.</li> <li>• Perform for fellow band students to critique</li> </ul>	<ul style="list-style-type: none"> <li>• Varied difficulty of demonstrated examples -the chamber groups will play pieces based on their ability level.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Sound Production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	Various Chamber Music Pieces

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Green Brook Township School District

## **Instrumental Music Curriculum Level 3 > Spring Concert Music Assessment Unit (Gr. 8)**

 Green Brook Township  
Public Schools

*Middle School, Visual & Performing Arts, District Middle Curriculum*

### **Unit: Spring Concert Music Assessment Unit (Gr. 8) (Week 33, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Description of Unit	Essential Questions
Students will demonstrate sections of the band music, ultimately for a summative assessment containing all sections.	1) How does knowing band pieces enhance the overall concert experience for you and your bandmates?
Knowledge	Skills

<p>Students will know</p> <p>1) how to play technical sections of all band pieces.</p>	<p>Students will be able to</p> <p>A) demonstrate playing technical sections of all Spring Concert pieces close to tempo.</p>
<p><b><u>Assessments</u></b></p>	
<p><b>Piece No. 1</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of a band piece.</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p> <p><b>Piece No. 2</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of a band piece.</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p> <p><b>Piece No. 3</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of a band piece.</p> <p>1.1.5.B1</p> <p>1.1.5.B2</p> <p>1.2.5.A2</p> <p>1.3.5.B1</p> <p>1.4.5.B2</p> <p><b>Piece No. 4</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will demonstrate technical sections of a band piece.</p> <p>1.1.5.B1</p>	

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Spring Band Music Test****Summative: Exhibition**

Students will demonstrate technical sections of all band pieces.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Students will play one of their band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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