

Unit 3: Concert Repertoire

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

UNIT RATIONALE

Concert repertoire and public performance act as a culminating experience for this unit. Public performance offers students the opportunity to exhibit the program they have prepared throughout the year. Concert repertoire will facilitate the following performances: winter and spring concerts, elementary school tours, and supplemental performances in the community.

Enduring Understanding:

- Each musical time period has a specific set of characteristics appropriate for authentic performances
- Shifting extends musicians' ranges
- Tempi and articulation are elements of music can enhance the expressive qualities of a piece
- Phrasing can enhance the expressive qualities of a piece

ESSENTIAL QUESTIONS

- How should performances differ based on the time period in which the music was written?
- How should notes outside first position be performed?
- How are tempi and articulation notated in music and realized in performance?
- How should a musical idea be phrased?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2014) - Content Statements and Indicators

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.

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.

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VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

PFL.9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
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PRE-ASSESSMENTS

[Recording Assignment Schedule](#)

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

- Students will identify characteristics of music of specific genres
- Students will assess music for sections that require shifting
- Students will demonstrate proper shifting technique
- Students will identify tempo and articulation marks
- Students will identify appropriate phrasing
- Students will apply a variety of bowing techniques to performances
- Students will perform repertoire in duple and triple meters
- Students will perform repertoire in multiple tonalities
- Students will identify appropriate bowing distribution

Student Learning Strategies

- Concert repertoire
- Group rehearsal
- Sectionals
- Modeling
- Analyzing professional recordings of repertoire
- Listening and analyzing phrasing examples
- One-on-one lessons
- Violinmasterclass
- Edmodo prompts
- Flipgrid responses
- Youtube
- Practice files

Success Criteria

- Students can articulate technique associated with repertoire
- Students can articulate self-assessment techniques
- Students can identify conductor's cues

Formative Assessment (drives instructional decisions)

- Teacher observation
- Self-assessment responses
- Peer-assessment responses
- Edmodo responses
- Flipgrid responses
- Recording assignments

Activities and Resources

- Arrangements of programmed repertoire
- Youtube.com
- Violinmasterclass.com
- Flipgrid.com
- Edmodo.com

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught.

Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that

makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students

are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the task that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion



of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

The process of measuring and interpreting subdivided units of rhythm are highly reflective of the skills exercised within math courses, fractions specifically. A scientific perspective is also within the scope of music ensembles as we investigate the auditory process.

LA.K-12.NJSLSA.R2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.