

Unit 2: Concert Repertoire Weeks 1-36

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.

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?
- How can I effectively and respectfully critique a performance?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

National Core Arts - Grade 8 - General Music

MU:Pr4.1.8

Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8.c

Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr4.3.8

Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

MU:Re7.2.8.a

Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re9.1.8

Apply appropriate personally-developed criteria to evaluate musical works or performances.

New Jersey (NJSL) - Grades 6-8 - Visual and Performing Arts (2020) - Music

1.3A.8.Re8a:

Apply appropriate personally developed criteria to evaluate musical works or performances.

National Association for Music Education (NAfME) - Music Ensemble - Intermediate

MU:Pr6.1.E.8a

Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU:Re7.1.E.8a

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU.6-8.1.3A.8.Re8a	Apply appropriate personally developed criteria to evaluate musical works or performances.
MUSC.8.MU:Pr4.1.8.a	Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
MUSC.8.MU:Pr6.1.E.8a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
MUSC.8.MU:Pr4.2.8.c	Identify how cultural and historical context inform performances and result in different musical effects.
MUSC.8.MU:Pr4.3.8.a	Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).
MUSC.8.MU:Re9.1.8.a	Apply appropriate personally-developed criteria to evaluate musical works or performances.
MUSC.8.MU:Re7.1.E.8a	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
MUSC.8.MU:Re7.2.8.a	Compare how the elements of music and expressive qualities relate to the structure within programs of music.

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

PFL.9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter

	the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.1.12.CS.4	Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors.
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PRE-ASSESSMENTS

[Concert Repertoire Rubric](#)

[Concert Reflection](#)

[Concert Repertoire Rubric](#)

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 concert etiquette
- Students will practice respectful and healthy performance critique
- Students will identify appropriate phrasing
- Students will apply a variety of bowing techniques to performances
- Students will perform repertoire in duple and triple meters

	<ul style="list-style-type: none"> • Students will perform repertoire in multiple tonalities • Students will identify appropriate bowing distribution
Student Learning Strategies	<ul style="list-style-type: none"> • Concert repertoire • Group rehearsal • Sectionals • Modeling • Analyzing professional recordings of repertoire • Listening and analyzing phrasing examples • One-on-one lessons • Self-assessment • Peer-assessment • Violinmasterclass • Edmodo prompts • Flipgrid responses • Youtube • Practice files
Success Criteria	<ul style="list-style-type: none"> • Students can identify characteristics of differing musical styles • Students can articulate proper shifting technique • Students can defend phrasing choices • Tonality • Students can discriminate between timbres
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> • Teacher observation • Self-assessment responses • Peer-assessment responses • Edmodo responses • Flipgrid responses • Recording assignments
Activities and Resources	<ul style="list-style-type: none"> • Arrangements of programmed repertoire • Youtube.com • Violinmasterclass.com • Flipgrid.com • Edmodo.com • Metronomes • Tuners • Practice mutes

- Rosin
- Stands
- Repertoire
- Instruments
- Laptops
- Head phones

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 tasks 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

[Concert Reflection](#)

[Concert Repertoire Rubric](#)

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.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.