

# Unit 06: Ensemble Skills

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

## Standards Alignment

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### New Jersey Student Learning Standards

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VPA.1.3.12.B	Music
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

### Technology / Integration of Computer Science and Design Thinking

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
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TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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	Key Ideas and Details
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.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RI.9-10	Reading Informational Text
LA.RI.11-12	Reading Informational Text
	Key Ideas and Details
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	Integration of Knowledge and Ideas
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section**

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

###### Unit Rationale

The purpose of this unit...

The purpose of ensemble playing skills is to develop and extend upon the previous knowledge of proper facility, notes, rhythms, blend, tonality, meter, intonation, dynamics and shape. Students apply this knowledge to music practice and performance readiness.

#### Meaning

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#### Essential Questions

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##### Essential Questions

- What role does my instrument play within an ensemble?
- What do I need to do to improve my sound and my musicianship?
- Is all sound music?
- How does creating and performing music differ from listening to music?
- What is the role of music in my life?
- How does playing an instrument allow me to express myself?
- How does my individual participation benefit the whole ensemble?
- How is music used to tell a story?
- How does culture affect music?
- What makes a significant and meaningful performance?
- How do I properly critique music?
- How do I develop critical listening skills?
- How does my individual behavior as a performer and/or an audience member effect/affect the musical performance?
- What is acceptable audience behavior and how can that message best be conveyed to the audience?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

- Participating in an ensemble builds a sense of community.
- Playing an instrument fosters responsibility.
- Music is a team sport.
- Playing an instrument is a way to express one's self.
- Playing an instrument enables one to communicate without words.
- Music is everywhere.
- Music is not music until humans bring it to life.
- The respectful behavior of an audience shows the appreciation and value of my hard work.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- Conductor cues
- Dynamic gestures
- Beat patterns
- Expressive interpretation
- Rehearsal structure and routine
- An awareness of solo, section & ensemble
- Roles within the ensemble
- How to critically listen to and assess ensemble performance

### **Skills**

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#### Skills

Student will be skilled at ...

- Successfully following conductor cues, dynamic gestures, beat patterns and expressive interpretation.
- Maintaining and reinforcing rehearsal structure and routine.
- Developing an awareness of solo, section & ensemble.
- Developing a strong sense of role within the ensemble.
- Demonstrating the ability to critically listen to and assess ensemble performance.

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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#### Resources and Mentor Texts

- Periodicals
- Internet/technology
- Technical Studies and supplemental materials
- Korg Chromatic Tuners
- Quality, appropriate concert band literature.
- Recordings
- Music Stands and stand carts
- Student Chairs
- Piano
- Baton
- Conductor's podium
- Finale
- Pencils
- Folders
- Assignment Sheets
- Dry Erase Board and Markers/accessories

### Formative Assessment Strategies

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#### Formative Assessment Strategies

- Evaluations of individual performance
- Participation in required performances
- Teacher observation of:
  - Ability to play literature using principals emphasized
  - Maintaining sound musical standards of performance
  - Showing sensitivity in performance and in rehearsals
  - Actively following a conductor in rehearsals and performance
  - Mastery of technical skill development
  - Adjudication of chosen festivals

## **Learning Activities/Unit of Study**

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### Learning Activities/Unit of Study

Presentation of musical concepts through:

- Visual Examples
- Aural perception exercises
- Demonstration
- Lecture/Background of Literature and Composer
- Performance and critique

Reinforcement of instrumental concepts through exercises for:

- Fingering
- Articulation
- Rhythm exercises

Analysis and discussions of instrumental nuances

- Intonation
- Instrumental Range
- Maintenance of instrument and accessories

Technology

- Audio compact discs, video tapes, digital video discs to demonstrate various instrumental techniques
- Metronomes
- Tuners
- Internet, radio and recordings used as listening resources
- Software programs used for musical arranging and as music theory learning tools
- Portable Sound Systems and accessories
- Classroom Sound System
- Classroom Recording Equipment

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **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.

