



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Instrumental Music (9-12)

Content Area: Music
Grade Span: 9-12
Revised by: Fabian Schulz
Presented by: Rebekah Sterlacci
Approval date: August 12, 2021

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COURSE OVERVIEW

Description

The instrumental band emphasizes the organization, preparation and performance of a variety of band literature. The year-long course offers three levels of bands: Concert Band, Symphonic Band, and Wind Ensemble. Each group explores great works of band literature or works of new contemporary composers. Students have many opportunities to develop technical and expressive skills.

Concert Band: Concert Band is open to all students in grade 9 who have participated in an instrumental music ensemble at the middle school level. It is a performance course that stresses the fundamental of good musical performance. In this course, ninth grade students will continue to develop foundational music skills that will lead to proficiency in instrumental music. Attendance at performances and rehearsals is mandatory. Mid-semester entry into the course is by audition only. **Note: This course is mandatory for any ninth grade student planning to participate in the marching band program.**

Symphonic Band: Symphonic band is open to all students in grades 10-12 who have participated in an instrumental music ensemble at the middle and high school level. This performance-based course stresses the fundamentals of good musical performance. In this course, students will continue to develop foundational music skills that will lead to proficiency in instrumental music. Through the rehearsal and study of challenging repertoire, students will study topics in music theory, music history, and critique. Attendance at performances and rehearsals are mandatory. Mid-Semester entry into the course is by audition only.

Wind Ensemble/Honors Wind Ensemble: The Wind Ensemble is a select performance-based group that requires a successful audition for admission to the course. Auditions for this group are held in late January or early February for the following year and are open to all students in grades 9-11 with prior band experience. Wind Ensemble is an advanced course that explores a more advanced repertoire than Concert Band and Symphonic Band. Through the rehearsal and study of challenging repertoire, students will study topics in music theory, music history, and critique. Class work, quizzes, and lessons, as well as attendance at performances are essential in determining the band student's grades. – Honors credit is available to students in grade 12 who successfully audition and meet additional performance requirements including – but not limited to: Auditioning for region ensemble, performing in a chamber ensemble at additional school/community events, and/or performing in Symphonic Orchestra or Jazz Ensemble.

Goals

Students will know:

- Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production
- Musicianship is developed through listening to and analyzing music.
- Reading and notating music enable students to comprehend and express the universal language of music

Scope and Sequence

Unit	Topic	Length
Unit 1	Foundations of Individual Playing	Full Year
Unit 2	Foundations of Ensemble Playing	Full Year
Unit 3	Technology in an Ensemble Setting	Full Year

Unit 4	Rehearsal/Performance Preparation	Full Year
Unit 5	Final Performance Preparation	Full Year
Resources		
<p>Suggested Resources: Technique Exercises Warm-ups Appropriate Repertoire Student-Created Repertoire/Exercises Teacher-Created Repertoire/Exercises</p> <p>Technology: Schoolology Flipgrid Sight Reading Factory Youtube Garageband Musictheory.net Metronomes Tuners</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale	
<p>The instrumental band emphasizes the organization, preparation and performance of a variety of band literature. The year-long course offers three levels of bands: Concert Band, Symphonic Band, and Wind Ensemble. Each group explores great works of band literature or works of new contemporary composers. Students have many opportunities to develop technical and expressive skills.</p>	
State Standards	
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 3: Refining and Completing Products	
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Anchor Standard 8: Interpreting intent and meaning	

1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Anchor Standard 10:	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.

1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.
1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standard 6: Conveying Meaning Through Art	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Anchor Standard 8: Interpreting intent and meaning	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources
1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
NJ Visual and Performing Arts Standards Music Technology	

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3E.12prof.Pr5a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
1.3E.12acc.Pr5a	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
1.3E.12adv.Pr5a	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.
Anchor Standard 6: Conveying Meaning Through Art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music
1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
Anchor Standard 9: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.3E.12prof.Re9a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

UNIT 1: Foundations of Individual Playing

Summary and Rationale	
In this unit, students will understand that playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production. Breathing, Dynamics, Fingerings, Rhythms, Articulations, Time Signatures and Techniques will be discussed.	
Recommended Pacing	
Full Year	
State Standards	
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Anchor Standard 8: Interpreting intent and meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	

1.3D.12nov.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
1.3D.12int.Pr4a	Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
1.3D.12prof.Pr4a	Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
1.3D.12acc.Pr4a	Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
1.3D.12adv.Pr4a	Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
Anchor Standard 6: Conveying Meaning Through Art	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production 	
Unit Essential Questions	

- How will proper breath support improve one's sound production?
- How does proper posture help to improve one's overall playing ability?
- What are some strategies to recognize notes and corresponding fingerings?
- What is the purpose of a time signature? What does each number mean?
- How do you recognize and decode different rhythmic passages?
- What do articulation markings mean? What do they look like? What do they sound like?
- What techniques need to be applied to your instrument to perform the music or musical passages proficiently?

Objectives

Students will know:

- Proper warm-up techniques such as breath control exercises, slurring and tonguing exercises, lead to better sound quality and overall playing ability
- Note recognition and fingerings are the basis of all instrumental playing
- Time signatures are the key to decode any and all rhythms encountered in literature
- Key signatures are the key to note recognition and corresponding fingerings
- Techniques to execute various articulations
- The definitions of musical symbols and signs needed to play their particular instrument
- Proper technique enhances performances

Students will be able to:

- Develop a routine set of warm-up exercises to begin each rehearsal or private practice session
- Memorize and perform a set of warm-ups developed for his/her instrument
- The difference between flats, sharps, and natural signs
- Identify what key is being used from the Circle of 5ths
- Expand note recognition to higher and lower ranges with their corresponding clefs
- Expand fingering knowledge and rudiments (percussion) to higher and lower ranges on their individual instrument
- Expand knowledge of the various percussion instruments needed throughout various concert literature
- Recognize and play time signatures 4/4, 3/4, 2/4, through complex time signatures such as 2/2, 3/8, 6/8, 7/8, etc.
- Decode rhythms through 16th notes, going into 32nd notes in both simple and complex time signatures
- Recognize articulations such as staccato, marcato, tenuto, etc.
- Display proper playing techniques for all the above material

Resources

Suggested Resources:

Technique Exercises

Warm-ups

Scales

Appropriate Repertoire

Student-Created Repertoire/Exercises

Teacher-Created Repertoire/Exercises

UNIT 2: Foundations of Ensemble Playing

Summary and Rationale	
In this unit, students will understand that playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production. Dynamics, Blend, Balance, Phrasing will be discussed.	
Recommended Pacing	
Full Year	
State Standards	
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.

1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
Anchor Standard 8: Interpreting intent and meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
Anchor Standard 10:	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 6: Conveying Meaning Through Art	
1.3D.12nov.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context.
1.3D.12int.Pr6a	Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12prof.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12acc.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
1.3D.12adv.Pr6a	Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
Anchor Standard 8: Interpreting intent and meaning	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources

1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.
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Instructional Focus

Unit Enduring Understandings

- Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

Unit Essential Questions

- What are some rehearsal strategies to better play more cohesively as an ensemble?
- What is tempo and how does it apply to a rehearsal or performance?
- What are dynamics? What do they look like? What do they sound like?
- How do dynamics make music more interesting?
- What is the difference blend and balance?
- What is tuning? And how do we successful tune to each other?
- What is phrasing and how do we determine a phrasing “path?”
- What techniques need to be applied to your instrument to perform the music or musical passages proficiently?

Objectives

Students will know:

- Ensemble playing takes nuance and intent
- What dynamics are and their applicability to concert literature
- Tuning is integral to ensemble playing for both blend and balance
- When blend and balance are exclusively needed
- Any piece of music has multiple lines, tiered in importance, going on simultaneously
- Phrasing is the key to the tension/release/melodic interest throughout any piece of music

Students will be able to:

- Identify and execute dynamics ranging from *ppp* – *fff*, *crescendo*, *diminuendo*, etc.
- Identify and execute tempo markings ranging from *lento* through *presto*
- Understand the difference between being sharp or flat while playing and how to adjust for each
- Recognize the tuning tendencies of each range/octave of their instrument and adjust accordingly while playing
- Demonstrate an understanding of the difference between blend and balance and how they each apply in an ensemble setting
- Recognize melodies/countermelodies/accompaniment figures and adjust accordingly
- Listen intently to each other and watch the conductor for more cohesion while rehearsing and performing
- Display proper playing technique to achieve all of the above material

Resources

Suggested Resources:

- Technique Exercises
- Warm-ups
- Appropriate Repertoire
- Student-Created Repertoire/Exercises
- Teacher-Created Repertoire/Exercises

UNIT 3: Technology in an Ensemble Setting

Summary and Rationale	
In this unit, students will understand that new and advanced technology can make more rehearsals and performances more fluid in manageable amounts. Various websites and apps will be discussed.	
Recommended Pacing	
Full Year	
State Standards	
NJ Visual and Performing Arts Standards Music Technology	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3E.12prof.Pr5a	Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
1.3E.12acc.Pr5a	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
1.3E.12adv.Pr5a	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music.
Anchor Standard 6: Conveying Meaning Through Art	
1.3E.12prof.Pr6a	Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music
1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
Anchor Standard 9: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
1.3E.12prof.Re9a	Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 3: Refining and Completing Products	
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.

1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.

Instructional Focus

Unit Enduring Understandings

- Musicianship is developed through listening to and analyzing music.
- Technology can make rehearsals run smooth and efficiently if used correctly

Unit Essential Questions

- In what ways can technology make rehearsal more fluid?
- How does having easier access to a device impact communication with peers and the director?
- How do school sanctioned websites/apps allow for more direct feedback outside of rehearsal?
- What applications can be used before and during rehearsal to condense rehearsal time?
- What websites can be accessed outside of rehearsal to help practice certain concepts?
- How do reference recordings help us better understand what we're playing?

Objectives

Students will know:

- Communication is key in an ensemble in and out of rehearsal
- Certain applications can help reduce wasteful rehearsal time when used correctly
- Some music related websites can help improve skills if practiced outside of rehearsal time
- Some music related websites can help improve both individual and ensemble skills if used both during and outside rehearsal time
- Having access to professional and reference recordings can improve one's sound concept
- Receiving direct and individual feedback outside of rehearsal can greatly improve the efficiency of in-person rehearsal time

Students will be able to:

- Effectively communicate with directors via Schoology outside of rehearsal
- Use Schoology and Flipgrid to submit playing assignments outside rehearsal to receive direct feedback about playing
- Use that direct feedback to practice skills and passages directly mentioned by the directors
- Use metronome apps outside and during rehearsal to improve playing/rhythmic consistency
- Use tuner apps before rehearsals to improve ensemble intonation and blend
- Utilize musictheory.net to practice note recognition and corresponding fingerings

- Utilize Sight Reading Factory outside and inside rehearsal to practice sight reading and basic note and rhythm reading
- Access youtube and other music related websites for professional reference recordings of concert literature to gain a stronger sound concept for an ensemble

Resources

Suggested Resources:

Schoology

Flipgrid

Sight-Reading Factory

Youtube

Musictheory.net

Ipad:

Garageband

Metronome

Tuner

UNIT 4: Rehearsal/Performance Preparation

Summary and Rationale	
In this unit, students will understand that musicianship is developed through listening and analyzing music.	
Recommended Pacing	
Full Year	
State Standards	
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
Anchor Standard 9: Applying criteria to evaluate products	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments

	selected for performance. Identify practice strategies to address performance challenges and refine the performances.
1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standard 8: Interpreting intent and meaning	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources
1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

Instructional Focus

Unit Enduring Understandings

- Musicianship is developed through listening to, and analyzing music

Unit Essential Questions

- What is the purpose of listen to and analyzing performances?
- What improvements can the entire band make that would improve the performance?
- Why do we participate in band concerts?
- How do you give and receive constructive criticism to an individual and an ensemble?
- How do you self-reflect in a way that is positive towards yourself and towards the ensemble?

Objectives

Students will know:

- How to listen and improve critically
- Constructive criticism is for the purpose of bettering one's own playing and creating a higher level ensemble
- There is a difference between constructive criticism and destructive criticism
- Individual and group performances have to be analyzed
- A good performance is the result of paying attention to details
- Each performance provides an opportunity for improvement
- Proper rehearsal techniques improve the overall performances

Students will be able to:

- Develop criteria to critique performances
- Analyze aspects of their individual playing- notes/fingerings/dynamics/etc. that need improving using a predetermined rubric
- Analyze aspects of the ensemble- blend/balance/tempo/etc. that need improving using a predetermined rubric
- Effectively communicate with their peers and directors about individual and ensemble needs the next performance opportunity
- Demonstrate knowledge and understanding of basic and complex concepts for both individual playing and ensemble playing.

Resources

Suggested Resources:

Technique Exercises

Warm-ups

Appropriate Repertoire

Student-Created Repertoire/Exercises

Teacher-Created Repertoire/Exercises

UNIT 5: Final Performance Preparation

Summary and Rationale	
In this unit, students will understand that musicianship is developed through listening and analyzing music.	
Recommended Pacing	
Full Year	
State Standards	
NJ Visual and Performing Arts Standards Music Ensembles	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
Anchor Standard 9: Applying criteria to evaluate products	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
NJ Visual and Performing Arts Standards Music Harmonizing Instruments	
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3D.12nov.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.
1.3D.12int.Pr5a	Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments

	selected for performance. Identify practice strategies to address performance challenges and refine the performances.
1.3D.12prof.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12acc.Pr5a	Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.
1.3D.12adv.Pr5a	Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.
Anchor Standard 8: Interpreting intent and meaning	
1.3D.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate).
1.3D.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and the setting of the text (when appropriate).
1.3D.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
1.3D.12acc.Re8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources
1.3D.12adv.Re8a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

Instructional Focus

Unit Enduring Understandings

- Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production

Unit Essential Questions

- How does each concept learned throughout the year build on each other?
- How does each student contribute to an efficient and enjoyable rehearsal?
- What are some strategies to make rehearsals and performances better?
- What steps can be taken before a performance to optimize concerts?
- What improvements can each individual make that would the performance?
- What improvements can the entire band make that would improve the performance?

Objectives

Students will know:

- Proper rehearsal techniques improve the overall performances
- Each individual's decisions impact the quality of a performance
- Focused and intentional rehearsals lead to focus and intentional concerts
- Listening and analyzing previous performances can lead to improved future ones
- Communication with peers and directors throughout the process builds strong ensembles
- Each performance provides an opportunity for improvement

Students will be able to:

- Demonstrate knowledge and basic and complex concepts through the rehearsal process and each performance
- Expand knowledge of basic and complex concepts as the year progresses and as each performance passes
- Submit playing assignments for direct feedback consistently
- Use direct feedback from directors to improve individually outside of rehearsal
- Rely on the knowledge and content from rehearsal and individual practice to effectively perform throughout the school year

Resources

Suggested Resources:

Technique Exercises

Warm-ups

Appropriate Repertoire

Student-Created Repertoire/Exercises

Teacher-Created Repertoire/Exercises