



Instrumental Music

7-8, Fine & Performing Arts

Developed By: Mr. Vincent Vicchiariello

Effective Date: Fall 2022

Scope and Sequence

Month	Unit 1: Performing	Unit 2: Creating	Unit 3: Connecting	Unit 4: Responding
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

Unit 1

Performance in Instrumental Music

Summary and Rationale

Unit Summary

This unit contains the musical skills and tools that students need to engage in the artistic process of instrumental performing independently and collaboratively at the **proficient level**.

The students will build instrumental technique, sight reading skills, and musical expression through appropriate exercises and developmentally appropriate repertoire. Regular performances for audiences of peers, family, and community members provide students with an opportunity for reflection on their progress in the realms of instrumental technique, musical literacy, and musical expression.

Unit Rationale

Performance is at the core of the middle school instrumental ensembles. Each student will become musically and artistically literate and develop into a proficient contributing member of the ensemble. Students will develop a variety of musical skills and techniques and be exposed to challenging repertoire to expand their musical abilities and awareness.

Recommended Pacing

40 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Proficient ([link](#))

Anchor Standard 4: Selecting, analyzing, and interpreting work.

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.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate
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their success using feedback from ensemble peers and other sources to refine performances.

Anchor Standard 6: Conveying meaning through art

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.

SEL: Social Emotional Learning Competencies (link)

SEL.PK-12.1
Self-Awareness
Standard 1: Recognize one's feelings and thoughts
Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior
Standard 3: Recognize one's personal traits, strengths and limitations
Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2
Self-Management
Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors
Standard 6: Recognize the skills needed to establish and achieve personal and educational goals
Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3
Social Awareness
Standard 8: Recognize and identify the thoughts, feelings and perspectives of others
Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ
Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4
Relationship Skills
Standard 12: Establish and maintain healthy relationships
Standard 13: Utilize positive communication and social skills to interact effectively with others
Standard 14: Identify ways to resist inappropriate social pressure
Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways
Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed

SEL.PK-12.5
Responsible Decision-Making
Standard 17: Develop, implement and model effective problem solving and critical thinking skills
Standard 18: Identify the consequences associated with one's actions in order to make constructive choices
Standard 19: Evaluate personal, ethical, safety and civic impact of decisions

Integration of Technology

New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)

Interaction of Technology and Humans

8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
Ethics & Culture	
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. 	<ul style="list-style-type: none"> ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
Evidence of Learning (Assessments)	
<p>Teacher Observations</p> <ul style="list-style-type: none"> ● Performance Assessments ● Performance Recordings ● Concert Performances ● Festival Performances/Adjudication ● Sight-Reading ● Questioning ● Discussions ● Rubric-Based Assessment ● Self-Assessment ● Small-Group Performances 	
Objectives (SLO)	

Students will know:

- How to play their given instrument(s) with appropriate tone & technique.
- How to play using correct dynamics, articulation, and phrasing.
- How to play with correct intonation and adjust pitches/notes when needed.
- How to perform with and demonstrate appropriate posture.
- How to play and clap various rhythms in tempo.
- How to follow the conductor and play as part of the ensemble.
- How to perform with appropriate body language, expression, and impulse.
- How to demonstrate various instrumental warm-up procedures and correlate them with their purpose.
- How to identify elements of music, including melody, harmony, rhythm, form, expressive devices, and tension and release.
- How to demonstrate knowledge of scales.
- How to play with appropriate articulations to match the ensemble.
- How to blend their instrument with their section and ensemble.
- How to be a contributing member of the ensemble by being aware of dynamics, melodic lines, and harmonies.
- How to correctly interpret pitches, rhythm and other music symbols.
- How to demonstrate skill in reading music by correctly playing passages from music appropriate to their developmental level.
- How to demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- How to sight-read, accurately and expressively, music appropriate to their developmental level.
- How to describe the characteristics of a musical sound.
- How musicians improve the quality of their performance.
- How to assess solo and ensemble performance using a student/teacher developed rubric.

Students will be able to:

- Articulate and demonstrate aspects of proper instrumental tone & technique.
- Perform using correct dynamics, articulation, and phrasing.
- Perform with correct intonation and adjust pitches/notes when needed.
- Perform with and demonstrate appropriate posture.
- Perform and clap various rhythms in tempo.
- Follow the conductor and play as part of the ensemble.
- Perform with appropriate body language, expression, and impulse.
- Demonstrate various instrumental warm-up procedures and correlate them with their purpose.
- Identify elements of music, including melody, harmony, rhythm, form, expressive devices, and tension and release.
- Demonstrate knowledge of scales.
- Perform with appropriate articulations to match the ensemble.
- Blend their instrument with their section and ensemble.
- Be a contributing member of the ensemble by being aware of dynamics, melodic lines, and harmonies.
- Correctly interpret pitches, rhythm and other music symbols.
- Demonstrate skill in reading music by correctly performing passages from music appropriate to their developmental level.
- Demonstrate, through performance, independent knowledge of expressive markings used in musical scores.
- Sight-read, accurately and expressively, music appropriate to their developmental level.
- Describe the characteristics of a musical sound.
- Demonstrate and discuss how musicians improve the quality of their performance.
- Assess solo and ensemble performance using a student/teacher developed rubric.
- Execute the duties and responsibilities of an ensemble member.
- Demonstrate appropriate breathing technique for wind instruments.
- Read and perform musical rhythms and melodic lines in treble and/or bass clef.
- Perform in basic and compound meters (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).

- How to execute the duties and responsibilities of an ensemble member.
- How melody and harmony work together.
- The importance of breathing technique for wind instruments.
- How to read musical rhythms and melodic lines in treble and/or bass clef.
- How basic and compound meters work and how to count them (2/4, 3/4, 4/4, 6/8, 12/8, 9/8).
- How to describe elements of music experienced in a variety of performances.
- How to analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
- How to compare and contrast ways in which the elements of music are used in a variety of compositions.
- How to analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- How to demonstrate rhythmic accuracy through proper playing technique.
- How to compare and contrast music of different genres, styles, cultural and historical periods.
- How to identify and describe the uses of music in societies and cultures.
- How to identify and explore relationships between music and other academic disciplines.
- Performing music is the oldest form of expression and communication.
- Practicing and the way a performer practices has a direct and predictable effect on the quality of performance.
- All performances provide opportunity for growth.
- Increased knowledge of vocabulary, elements, and structure of music can produce higher-level performance.

- Describe elements of music experienced in a variety of performances.
- Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and will describe uses of the elements of music.
- Compare and contrast ways in which the elements of music are used in a variety of compositions.
- Analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Compare and contrast music of different genres, styles, cultural and historical periods.
- Describe and discuss various uses of music in societies and cultures.
- Make connections between the study of music and other academic disciplines.
- Demonstrate increased proficiency in reading standard music notation.
- Demonstrate expressive qualities of music including changes in dynamics and tempo.
- Improve simple melodies over given harmonic structures.
- Demonstrate increased musical fluency through sight-reading notation and ear-training.
- Match pitch through singing and playing.
- Demonstrate competency in the following elements:
 - *Articulation*
 - Identify, discuss, and demonstrate methods of articulation based on appropriate stylistic consideration (legato, accent, capped accent, stick height and grip).
 - Describe and demonstrate correct methods of tonguing for articulation style.
 - *Notation*
 - Identify, decipher, and write note names on the staff and essential music theory, terms, symbols, and vocabulary: *clef, time signatures, tie, ledger lines, measures, bar lines, double bar, repeat, sharp, flat, natural, fermata, pick-up note, dynamic markings, tempo, measure, first and second endings, D.C. al capofine, solo, soli, chromatic.*
 - Identify and describe the relationship between note and rest values: whole,

half, dotted half, quarter, eighth, sixteenth.

- *Rhythm*
 - Identify and demonstrate knowledge and relationships between whole, half, quarter, eighth, sixteenth notes and rests.
 - Perform developmentally appropriate rhythms while maintaining a steady beat.
- *Tone Production*
- *Posture*
 - Demonstrate correct posture, proper playing and rest positions (grip and hand).
 - Describe and demonstrate correct embouchure.
- *Maintenance and Care*
 - Demonstrate assembly and disassembly, daily care (oil, grease, etc), and cleaning.
 - Demonstrate the correct way to deep clean and sanitize the instrument and mouthpiece.
- Demonstrate performance mastery with the following:
 - Scales (3-flats through 3-sharps)
 - Chord studies/Arpeggios
 - Technical exercises
 - Solo repertoire
- Identify and apply practice strategies to improve personal performance.
- Use feedback to improve performance.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- Voice Memos/Recording Technology
- Garage Band
- Kami
- Flip Grid
- www.musictheory.net
- Noteflight: www.noteflight.com
- The Breathing Gym
- Essential Elements Book 1
- Essential Elements Book 2
- Various individual method books

- NJSMA/NJAJE/NJAB Intermediate Solos

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

- Follow individual IEP/504 plans for specific modifications.
- Preferential seating
- Extended/Additional time for assessments
- Behavior management support
- Assignments/resources in electronic and physical format
- Break down assignments with oral directions, written directions, and visuals.
- Provide frequent reminders to stay on task and reinforce on-task behavior
- Work on organizational skills
- Provide visual supports
- Partnering/Grouping of students
- Re-teaching and review
- Multi-media approach to accommodate various learning styles
- Decrease/Modify number of project requirements
- Teacher/Aide/Para assistance
- Demonstrations of techniques on an individual level
- Show slide presentations to encourage exploration of project ideas

ELL - Teachers identify the modifications that they will use in the unit as related to the needs of their student population. Examples specific to performing arts practice include, but are not limited to:

- Allow the use of Google Translate where appropriate.
- Provide alternate ways for the student to respond (verbal/pictographic answers instead of written)
- Provide model sentence frames and sentence starters for both oral responses and written responses
- Provide additional time to complete assessments and assignments
- Model and use gestures or visuals to aid in understanding
- Present instructions both verbally and visually
- Simplify written and verbal instructions
- Speak clearly and naturally, and try to enunciate words, especially their ending sounds.
- Provide Visual, Graphic, Interactive, and/or Sensory Supports
- Simplify the language, format, and directions of the assessment
- When showing videos, use Closed Captioning.
- Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally)

Gifted and Talented/Enrichment - Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples specific to performing arts practice include, but are not limited to:

- Complex, in-depth research assignments
- Independent study where applicable
- Provide a variety of individualized work centers or student choice
- Lead demonstrations for class

- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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

Unit 2

Creating in Instrumental Music

Summary and Rationale

Unit Summary

The material content covered in this unit includes the systematic development of instrumental technique, sight-reading skills, music theory, composition, and ensemble skills necessary to achieve the level of **proficient** as outlined in the NJSLC Creating artistic process.

The students will develop musical and instrumental skills throughout the year to reach proficient level with the artistic processes of creating and performing original music and ideas.

Unit Rationale

When instrumental students are introduced to the artistic process of creating music in an ensemble, they begin to develop creative and critical thinking skills, social-emotional competencies, and expressive abilities.

Recommended Pacing

16 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Proficient ([link](#))

Anchor Standard 1: Generating and conceptualizing ideas.

1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
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Anchor Standard 2: Organizing and developing ideas.

1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
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Anchor Standard 3: Refining and completing products.

1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
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1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an
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ensemble) that address identified purposes.

SEL: Social Emotional Learning Competencies (link)

SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one's actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions

Integration of Technology

New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)

Interaction of Technology and Humans

8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.

Ethics & Culture

8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
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Instructional Focus

Enduring Understandings:

- The creative ideas, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

Evidence of Learning (Assessments)

- Teacher Observations
- Performance Assessments
- Performance Recordings
- Concert Performances
- Festival Performances/Adjudication
- Sight-Reading
- Questioning
- Discussions
- Rubric-Based Assessment
- Self-Assessment
- Small-Group Performances

Objectives (SLO)

Students will know:

- Music is a language.
- The language of music includes specific vocabulary and symbols.
- Compositions are grounded in prior knowledge and consist of musical elements that include rhythm, melody, harmony, form.
- Creativity is enhanced by the development of technical knowledge and personal experience
- Manipulating the elements of music creates expression (individual or group).
- Composing and improvising facilitate connection with the vocabulary, symbols, patterns, and elements of music.
- How to create original rhythmic and melodic phrases.
- How to notate original rhythmic and melodic phrases by hand and using music notation software/programs.

Students will be able to:

- Compose melodic phrases from aural and written prompts.
- Compose rhythms and melodies based on repertoire under study.
- Refine draft compositions based on teacher/student developed criteria.
- Create original rhythmic and melodic phrases.
- Notate original rhythmic and melodic phrases by hand and using music notation software/programs.
- Notate musical rhythms and melodic lines in treble and bass clef.

Suggested Resources/Technology Tools

- Teacher Websites
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- Garage Band
- Kami
- Flip Grid
- www.musictheory.net
- Noteflight: www.noteflight.com
- The Breathing Gym
- Essential Elements Book 1
- Essential Elements Book 2
- Various individual method books
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- Work on organizational skills
- Provide visual supports
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- Multi-media approach to accommodate various learning styles
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- Create additional project(s) in a different medium, exploring a different technique, style, or subject.
- Individual presentation
- Multiple mediums in project

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

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

Unit 3

Connecting in Instrumental Music

Summary and Rationale

Unit Summary

The material covered in this unit will bring forth student personal experiences, interests and their knowledge of concepts in order to connect to music at the **proficient** level.

The students will make connections, explore and develop proficiency at the **proficient** level in the following areas of instrumental music and personal instrumental study:

- Practice
- Music Analysis
- Listening and Analysis
- Phrasing
- Ensemble Awareness
- Independent Expression

Knowledge and Connection to the Music Literature

- Historical time periods and the musical traits with which they are associated
- Characteristic traits of music from various cultures in relation to the chosen repertoire
- Characteristic traits of music from various genres (e.g African American spirituals, jazz, opera, show tune etc.) in relation to the chosen repertoire.

Unit Rationale

When instrumental students see themselves reflected in the creative process, performing, and understanding of music, they are able to better identify as creators and makers in society. Students are able to then make more personal connections to the music and its context, making the connection more meaningful to them.

Recommended Pacing

12 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Proficient (link)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3B.12prof.Cn10a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one's feelings and thoughts Standard 2: Recognize the impact of one's feelings and thoughts on one's own behavior Standard 3: Recognize one's personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one's own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
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Ethics & Culture	
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.

Instructional Focus

Enduring Understandings:

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Questions:

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Evidence of Learning (Assessments)

- Teacher Observations
- Performance Assessments
- Performance Recordings
- Concert Performances
- Festival Performances/Adjudication
- Sight-Reading
- Questioning
- Discussions
- Rubric-Based Assessment
- Self-Assessment
- Small-Group Performances

Objectives (SLO)

Students will know:

- How to listen to two or more performances, either recorded or live, of the same selection of music to compare differences in interpretation.
- How to identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
- How to compare and contrast ways in which the elements of music are used in a variety of compositions.
- How to analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Describe connections between the chosen repertoire and their own human experience.
- Exposure to a range of music is key to how we listen, respond, and perform music.

Students will be able to:

- Listen to two or more performances, either recorded or live, of the same selection of music to compare differences in interpretation.
- Identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.
- Compare and contrast ways in which the elements of music are used in a variety of compositions.
- Analyze and describe how the elements of music are used in a given work to make it unique, interesting, and expressive.
- Explore connections between the chosen repertoire and their own human experience.
- Describe, compare, and contrast musical compositions by genre using content specific vocabulary.
- Respond to music based on personal, cultural, and historical context.
- Articulate and discuss the quality of musical performance using criteria for evaluation.
- Assess performance using the elements of music based on criteria.

- Compare and contrast diverse compositions.
- Compare and contrast relationships between music and other forms of art.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
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- Kami
- Flip Grid
- www.musictheory.net
- Noteflight: www.noteflight.com
- The Breathing Gym
- Essential Elements Book 1
- Essential Elements Book 2
- Various individual method books
- NJSMA/NJAJE/NJAB Intermediate Solos

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Unit 4

Responding in Instrumental Music

Summary and Rationale

Unit Summary

Students will be introduced to criteria for selecting music, interpreting musical expression, responding to music, and evaluating a composition or performance at the **proficient** level.

Students will build instrumental technique, note reading skills, and the basic skills of an ensemble member through teacher chosen exercises and repertoire. Students will perform in rehearsals, concerts, and community events, and have the opportunity to reflect on their experience both musically and personally.

Students will make connections and explore the following areas of instrumental music:

- Musical Elements
- Articulation Analysis
- Blend and Balance
- Phrasing
- Ensemble Awareness & Expression

Unit Rationale

When students respond to musical compositions and performances in a variety of musical genres, they deepen their own understanding and musicianship. By thinking about music in both technical and emotional ways, students are able to form information backed opinions and outlooks on music, performance, and its impact on their own lives.

Recommended Pacing

12 Weeks

Standards

NJ: 2020 SLS: Visual and Performing Arts - Music Ensembles - NJ: Novice ([link](#))

Anchor Standard 7: Perceiving and analyzing products.

1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
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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.
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Anchor Standard 8: Interpreting intent and meaning

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, the setting of the text (when appropriate), and outside sources.
Anchor Standard 9: Applying criteria to evaluate products.	
1.3D.12prof.Re9a	Compare passages in musical selections and explain how the elements of music and context inform the response.
SEL: Social Emotional Learning Competencies (link)	
SEL.PK-12.1 Self-Awareness	Standard 1: Recognize one’s feelings and thoughts Standard 2: Recognize the impact of one’s feelings and thoughts on one’s own behavior Standard 3: Recognize one’s personal traits, strengths and limitations Standard 4: Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2 Self-Management	Standard 5: Understand and practice strategies for managing one’s own emotions, thoughts and behaviors Standard 6: Recognize the skills needed to establish and achieve personal and educational goals Standard 7: Identify and apply ways to preserve or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.3 Social Awareness	Standard 8: Recognize and identify the thoughts, feelings and perspectives of others Standard 9: Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds Standard 10: Demonstrate an understanding of the need for mutual respect when viewpoints differ Standard 11: Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4 Relationship Skills	Standard 12: Establish and maintain healthy relationships Standard 13: Utilize positive communication and social skills to interact effectively with others Standard 14: Identify ways to resist inappropriate social pressure Standard 15: Demonstrate the ability to prevent and resolve interpersonal conflict in constructive ways Standard 16: Identify who, when, where, or how to seek help for oneself or others when needed
SEL.PK-12.5 Responsible Decision-Making	Standard 17: Develop, implement and model effective problem solving and critical thinking skills Standard 18: Identify the consequences associated with one’s actions in order to make constructive choices Standard 19: Evaluate personal, ethical, safety and civic impact of decisions
Integration of Technology	
New Jersey State Learning Standards - Computer Science & Design Thinking 2020 (link)	
Interaction of Technology and Humans	
8.2.8.ITH.2	Compare how technologies have influenced society over time.

8.2.8.ITH.3	Evaluate the impact of sustainability on the development of a designed product or system.
Ethics & Culture	
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. 	<ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? ● How do we discern the musical creators' and performers' expressive intent? ● How do we judge the quality of musical work(s) and performance(s)?
Evidence of Learning (Assessments)	
<ul style="list-style-type: none"> ● Teacher Observations ● Performance Assessments ● Performance Recordings ● Concert Performances ● Festival Performances/Adjudication ● Sight-Reading ● Questioning ● Discussions ● Rubric-Based Assessment ● Self-Assessment ● Small-Group Performances 	
Objectives (SLO)	

Students will know:

- Music affects and is affected by the culture and world around us.
- Music is related to all other disciplines.
- Knowledge of the context of a composition, composer, culture fosters increased understanding and appreciation of music.

Students will be able to:

- Articulate the reason for selecting music based on musical characteristics and cultural context.
- Describe, compare, and contrast musical elements and genres.
- Identify and support interpretation using evidence based on elements of music.
- Describe the manipulation of elements of music within context.
- Describe, compare, and contrast musical compositions relative to the characteristics of the genre.

Suggested Resources/Technology Tools

- Teacher Websites
- Schoology
- District/School Website
- Voice Memos/Recording Technology
- Garage Band
- Kami
- Flip Grid
- www.musictheory.net
- Noteflight: www.noteflight.com
- The Breathing Gym
- Essential Elements Book 1
- Essential Elements Book 2
- Various individual method books
- NJSMA/NJAJE/NJAB Intermediate Solos

Modifications

Special Education/IEP/504 - Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to performing arts practice include, but are not limited to:

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