HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH MIDDLE SCHOOL MUSIC CURRICULUM GRADE 7 ORCHESTRA AUGUST 2019

Grade 7 Orchestra Course Overview

This full year elective performance class for students in Grade 7 is a continuation of the district-wide orchestra program which begins in 5th grade and continues through the 12th grade. Grade 7 Orchestra meets twice a week for approximately 50 minutes. In addition, there is a pull-out, rotating lesson period for approximately 40 minutes once a week. These class times and lesson times provide approximately 140 minutes of instruction per week. Because this is a performance-based class, students are expected to attend and perform in every performance scheduled for the ensemble. Above and beyond the times listed here for the classroom, there is an understanding that students will commit to additional personal practice time.

The New Jersey Core Curriculum Content Standards are addressed through the performance of orchestral literature selected specifically to develop the students' skills and understanding of music in history and culture, compositional elements, ensemble performance, individual musicianship, critique, and self-reflection.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for the Visual and Performing Arts.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

2019 HTPS Performing Arts Curriculum Map – Grade 7 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements	Equivalent	1.1 The Creative	Why is it	Music changes	Play and	Class	Literacy Integration:	9.2.8.B.3
of Music &	to 15 days	Process: All students	important to	over time due to	count using	discussion in	NJSLSA.W2. Write	Evaluate
Theoretical	throughout	will demonstrate an	understand the	cultural shifts,	numbers	which students	informative/explanatory	communication,
Knowledge	the year.	understanding of the	elements of	events in world	rhythms	are able to	texts to examine and	collaboration,
		elements and	music?	history, and	including	explore the	convey complex ideas	and leadership
		principles that		technological	eighth,	elements of	and information clearly	skills that can
		govern the creation	How can	advances.	sixteenth,	music guided	and accurately through	be developed
		of works of art in	primary		and dotted	by essential	the effective selection,	through school,
		dance, music,	counting skills	There are many	half notes	questions.	organization, and	home, work,
		theatre, and visual	increase	different reasons	and rests.		analysis of content.	and
		art.	rhythmic	why music is		Online and in-		extracurricular
			accuracy?	written and	Distinguish	class	NJSLSA.W4. Produce	activities for
		1.3 Performance: All		performed,	between	evaluation of	clear and coherent	use in a career.
		students will	Why is it	including	different	student	writing in which the	
		synthesize those	important to	communication,	musical	understandings.	development,	9.3.12.AR
		skills, media,	identify	emotional	themes		organization, and style	PRF.4
		methods, and	mathematical	expression,	within a	Identification	are appropriate to task,	Demonstrate
		technologies	correlations in	storytelling and the	piece.	of the elements	purpose, and audience.	knowledge of
		appropriate to	rhythmic	commemoration of		of music within		music theory.
		creating, performing,	patterns?	a person or event.	Distinguish	the context of	NJSLSA.W6. Use	CD D4
		and/or presenting			between	listening and	technology, including	CRP1. Act as a
		works of art in	How do	Through the study	melodies and	reading scores	the Internet, to produce	responsible and
		dance, music,	different time	of the arts, people	chords in	and individual	and publish writing and	contributing
		theatre, and visual	signatures	learn to make	major and	parts.	to interact and	citizen and
		art.	change the	informed critical	minor	G ::: 1	collaborate with others.	employee.
		1.4.4	sound and	judgments and	tonalities.	Critical	NICI CA CI 1 Duanana	CDD2 A1
		1.4 Aesthetic	performance of music?	learn to respect one's own	Outline	listening	NJSLSA.SL1. Prepare	CRP2. Apply
		Responses and	music?		musical	assessments.	for and participate effectively in a range of	appropriate academic and
		Critique Methodologies: All	How does	expression and those of others.	form,		conversations and	technical skills.
		students will	technology	those of others.	including		collaborations with	technical skins.
		demonstrate and	assist in the	The critical process	ABA, AB		diverse partners,	CRP4.
		apply an	writing and	of observing,	and Sonata		building on others'	CRP4. Communicate
		understanding of arts	recording of	describing,	form, based		ideas and expressing	clearly and
		philosophies,	music?	analyzing,	on thematic		their own clearly and	effectively and
		judgement, and	music:	interpreting, and	material.		persuasively.	with reason.
		Judgement, and		mærprenng, and	matchal.		persuasivery.	with itason.

analysis to works of	How does	evaluating leads to			
art in dance, music,	articulation add	informed	Recognize	NJSLSA.SL4. Present	CRP5.
theatre, and visual	to the character	judgments	and perform	information, findings,	Consider the
art.	of a piece of	regarding the	music in	and supporting	environmental,
	music?	relative merits of	simple duple	evidence such that	social and
1.1.8.B.1 Analyze	music.	musical works.	and triple	listeners can follow the	economic
the application of the	How do	masical works.	meters.	line of reasoning and	impacts of
elements of music in	composers	Every individual	meters.	the organization,	decisions.
diverse Western and	manipulate the	contributes to the	Differentiate	development, and style	decisions.
non-Western	elements of	quality of an	between	are appropriate to task,	CRP6.
musical works from	music in order	ensemble	different	purpose, and audience.	Demonstrate
different historical	to evoke	performance.	musical	purpose, and addresses.	creativity and
eras using active	emotions from	perrormance	tempos using	NJSLSA.SL6. Adapt	innovation.
listening and by	listeners?	Developing	appropriate	speech to a variety of	111110 / 44110111
reading and		musicianship skills	terminology.	contexts and	CRP8. Utilize
interpreting written	How do the	requires constant		communicative tasks,	critical thinking
scores.	elements of	self-reflection and	Demonstrate	demonstrating	to make sense
	music work	critique.	knowledge	command of formal	of problems
1.1.8.B.2 Compare	together to	1	of numeric	English when indicated	and persevere
and contrast the use	provide	Technology	counting,	or appropriate.	in solving them.
of structural forms	personal	impacts the	subdivision		
and the manipulation	meaning to the	creation and	and beat vs.	NJSLSA.L1.	CRP9. Model
of the elements of	performer,	performance of	rhythm.	Demonstrate command	integrity,
music in diverse	composer,	music.		of the conventions of	ethical
styles and genres of	audience, etc.?		Identify key	standard English	leadership and
musical		To express their	signatures	grammar and usage	effective
compositions.	How do	musical ideas,	for major	when writing or	management.
	composers	musicians analyze,	scales in	speaking.	
1.3.8.B.1 Perform	utilize the	evaluate, and refine	sharp keys.		CRP10. Plan
instrumental or vocal	elements of	their performance		NJSLSA.L2.	education and
compositions using	music to create	over time through	Examine	Demonstrate command	career paths
complex standard	a cohesive	openness to new	new pieces	of the conventions of	aligned to
and non-standard	composition?	ideas, persistence,	of music for	standard English	personal goals.
Western, non-		and the application	elements of	capitalization,	
Western, and avant-	How does	of appropriate	pitch, meter	punctuation, and	CRP11. Use
garde notation.	rhythm affect	criteria.	and rhythm.	spelling when writing.	technology to
	the sound of a				enhance
1.3.8.B.3 Apply	piece?	The personal	Evaluate	NJSLSA.L6. Acquire	productivity.
theoretical		evaluation of	composers	and use accurately a	
understanding of	How is silence	musical work(s)	use of the	range of general	CRP12. Work
expressive and	just as	and performance(s)	elements of	academic and domain-	productively in

dynamic music	important as	is informed by	music to	specific words and	teams while
terminology to the	sound in	analysis,	create unity	phrases sufficient for	using cultural
performance of	music?	interpretation, and	and variety	reading, writing,	global
written scores in the		established criteria.	within a	speaking, and listening	competence.
grand staff.	How do		piece.	at the college and	
	dynamics	Instrumental	_	career readiness level;	
1.3.8.B.4 Improvise	affect the	performance is		demonstrate	
music in a selected	sound of	mental and		independence in	
genre or style, using	music? Are	physical as well as		gathering vocabulary	
the elements of	they as	academic, aesthetic		knowledge when	
music that are	important as	and creative.		encountering an	
consistent with basic	other elements			unknown term	
playing and/or	of music	Music has a		important to	
singing techniques in	(pitch, rhythm,	structure.		comprehension or	
that genre or style.	etc.)?			expression.	
		The elements of		•	
1.4.8.A.7 Analyze		music are		World Language	
the form, function,		combined in		Integration:	
craftsmanship, and		unlimited and		7.1.NM.A.2	
originality of		various ways to		Demonstrate	
representative works		express meaning		comprehension of	
of dance, music,		and emotion.		simple, oral and written	
theatre, and visual				directions, commands,	
art.		Musicians use the		and requests through	
		elements of music		appropriate physical	
1.4.8.B.2		to effectively		response.	
Differentiate among		decode the process		_	
basic formal		of performing			
structures and		music.			
technical proficiency	,				
of artists in works of					
dance, music,					
theatre, and visual					
art.					
MU:Cr1.1.E.8a					
Compose or					
improvise ideas for					
melodies and					
rhythmic passages					
based on					

characteristics of			
music or texts			
studied in rehearsal.			
MU:Pr4.2.E.8a			
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.			
performances			
MU:Pr4.3.E.8a			
Demonstrate			
understanding and			
application of			
expressive qualities			
in a varied repertoire			
of music through			
prepared and			
improvised			
performances.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
History	Equivalent	1.1 The Creative	How do cultural	Music changes over	Compare and	Student aural	Literacy Integration:	9.2.8.B.3
and	to 3 days	Process: All	implications impact	time due to cultural	contrast	and written	NJSLSA.W7. Conduct	Evaluate
Culture	throughout	students will	musical	shifts, events in	music from	responses to	short as well as more	communication,
	the year.	demonstrate an	organization and	world history, and	different	teacher-	sustained research	collaboration,
		understanding of	sound?	technological	genres and	directed	projects, utilizing an	and leadership
		the elements and		advances.	time periods	questions.	inquiry-based research	skills that can
		principles that	How have		with respect		process, based on	be developed
		govern the creation	performance	There are many	to the	Listening	focused questions,	through school,
		of works of art in	practices evolved	different reasons	elements of	activity where	demonstrating	home, work,
		dance, music,	through various	why music is written	music, using	students will	understanding of the	and
		theatre, and visual	musical eras?	and performed,	music	compare and	subject under	extracurricular
		arts.		including	specific	contrast	investigation.	activities for
			In what ways have	communication,	terminology.	characteristics		use in a career.
		1.2 History of the	technological and	emotional		of what they	NJSLSA.W8. Gather	
		Arts and Culture:	sociological	expression,	Relate	hear.	relevant information	9.3.12.AR-
		All students will	advances changed	storytelling and the	composers to		from multiple print and	PRF.3 Perform
		understand the role,	the performance	commemoration of a	appropriate	Written, oral,	digital sources, assess	a varied
		development, and	and audience	person or event.	musical time	and/or digital	the credibility and	repertoire of
		influence of the	perception of		period.	research	accuracy of each	vocal and/or
		arts throughout	music over time?	Through the study of		assignments	source, and integrate	instrumental
		history and across		the arts, people learn	Evaluate the	and class	the information while	music
		cultures.	How do the	to make informed	impact of	presentations	avoiding plagiarism.	representing
			elements of music	critical judgments	historical	on individual		diverse styles,
		1.4 Aesthetic	differ across time	and learn to respect	context on	pieces	NJSLSA.W9. Draw	cultures and
		Responses and	periods and	one's own	music from	covering	evidence from literary	historical
		Critique	cultures?	expression and those	various	historical and	or informational texts	periods.
		Methodologies: All	** 1 .1	of others.	cultures and	cultural	to support analysis,	CD D1
		students will	How does the		time periods.	contexts.	reflection, and research.	CRP1. Act as a
		demonstrate and	exposure to various	The critical process	D 6	g. 1	NITOL G A NITO NITO	responsible and
		apply an	cultures influence	of observing,	Perform	Student -	NJSLSA.W2. Write	contributing
		understanding of	individual,	describing,	exercises and	created	informative/explanatory	citizen and
		arts philosophies,	emotional, and	analyzing,	concert	program	texts to examine and	employee.
		judgment, and	kinesthetic	interpreting, and	literature	notes.	convey complex ideas	CD D2 A 1
		analysis to works	responses to	evaluating leads to	from varying		and information clearly	CRP2. Apply
		of art in dance,	music?	informed judgments	cultures and		and accurately through	appropriate
				regarding the	time periods.		the effective selection,	

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10. Plan
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dance, music, culture to properly Instrumental	NJSLSA.SL6. Adapt
theatre, and visual perform its music? performance is	speech to a variety of CRP11. Use
art. perform its master performance is mental and physical	contexts and technology to
How has classical as well as academic,	communicative tasks, enhance
1.4.8.A.3 music contributed aesthetic and	demonstrating productivity.
Distinguish among to music creative.	command of formal
artistic styles, throughout history?	English when indicated CRP12. Work
trends, and Music has a	or appropriate. productively in
movements in structure.	teams while
dance, music,	NJSLSA.L1. using cultural
theatre, and visual The elements of	Demonstrate command global
art within diverse music are combined	
cultures and in unlimited and	of the conventions of competence.
	grammar and usage
express meaning and emotion.	when writing or
	speaking.
and contrast	NICLCA LO
examples of archetypal subject Musicians use the elements of music to	NJSLSA.L2.
	Demonstrate command
matter in works of effectively decode	of the conventions of
art from diverse the process of	standard English
cultural contexts performing music.	capitalization,
and historical eras	punctuation, and
by writing critical	spelling when writing.
essays.	
	NJSLSA.L6. Acquire
MU:Pr6.1.E.8a	and use accurately a
Demonstrate	range of general
attention to	academic and domain-
technical accuracy	specific words and
and expressive	phrases sufficient for
qualities in	reading, writing,
prepared and	speaking, and listening
improvised	at the college and
performances of a	career readiness level;
varied repertoire of	demonstrate
music representing	independence in
diverse cultures	gathering vocabulary
and styles.	knowledge when
	encountering an
	unknown term

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MU:Pr6.1.E.8b					important to
Demonstrate an					comprehension or
understanding of					expression.
the context of the					
music through					Social Studies
prepared and					Integration:
improvised					6.1 U.S. History:
performances.					America in the World
					All students will
MU:Re7.2.E.8a					acquire the knowledge
Describe how					and skills to think
understanding					analytically about how
context and the					past and present
way he elements	of				interactions of people,
music are	,,				cultures, and the
manipulated info	m				environment shape the
	111				American heritage.
the response to music.					Such knowledge and
music.					
					skills enable students to
					make informed
					decisions that reflect
					fundamental rights and
					core democratic values
					as productive citizens
					in local, national, and
					global communities.
					6.2 World
					History/Global Studies
					All students will
					acquire the knowledge
					and skills to think
					analytically and
					systematically about
					how past interactions of
					people, cultures, and
					the environment affect
					issues across time and
					cultures. Such
					knowledge and skills
					enable students to make
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				informed decisions as
				socially and ethically
				responsible 35 world
				citizens in the 21st
				century.
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				6.3 Active Citizenship
				in the 21st Century All
				students will acquire
				the skills needed to be
				active, informed
				citizens who value
				diversity and promote
				cultural understanding
				by working
				collaboratively to
				address the challenges
				that are inherent in
				living in an
				interconnected world.
				Technology
				Integration:
				8.1 Educational
				Technology All
				students will use digital
				tools to access, manage,
				evaluate, and
				synthesize information
				in order to solve
				problems individually
				and collaborate and to
				create and
				communicate
				knowledge.
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Individual	Equivalent	1.3 Performance:	How does	Music changes	Perform basic	Individual	Literacy Integration:	9.2.8.B.3
Performance	to 34 days	All students will	good	over time due to	shifting	performance	NJSLSA.W2. Write	Evaluate
Skills	throughout	synthesize those	technique	cultural shifts,	exercises on	assessments	informative/explanatory	communication,
	the year.	skills, media,	affect	events in world	all strings to	using teacher	texts to examine and	collaboration,
		methods, and	performance	history, and	practice basic	designed	convey complex ideas and	and leadership
		technologies	quality?	technological	shifting	rubrics.	information clearly and	skills that can
		appropriate to		advances.	movements,		accurately through the	be developed
		creating,	How do		including	Visual	effective selection,	through school,
		performing,	different	There are many	target	observation of	organization, and analysis	home, work,
		and/or presenting	bowing styles	different reasons	practice and	correct	of content.	and
		works of art in	affect the	why music is	pitch	performance		extracurricular
		dance, music,	sound of a	written and	matching.	technique.	NJSLSA.W4. Produce clear	activities for
		theatre, and visual	piece?	performed,			and coherent writing in	use in a career.
		art.		including	Execute	Self-	which the development,	
			How can you	communication,	beginning	assessment of	organization, and style are	9.3.12.AR-
		1.4 Aesthetic	hear pitch	emotional	vibrato	individual	appropriate to task,	PRF.3 Perform
		Responses and	problems?	expression,	exercises	performance	purpose, and audience.	a varied
		Critique		storytelling and	with a	technique.		repertoire of
		Methodologies:	How does	the	relaxed hand		NJSLSA.W6. Use	vocal and/or
		All students will	proper	commemoration	and arm		technology, including the	instrumental
		demonstrate and	posture, bow	of a person or	motion.		Internet, to produce and	music
		apply an	control, and	event.			publish writing and to	representing
		understanding of	playing		Manipulate		interact and collaborate	diverse styles,
		arts philosophies,	position	Through the	the fine tuner		with others.	cultures and
		judgement, and	contribute to	study of the arts,	on each		NIGIGA GLI D	historical
		analysis to works	creating a	people learn to	string to		NJSLSA.SL1. Prepare for	periods.
		of art in dance,	characteristic tone?	make informed critical	match the reference		and participate effectively	CRP1. Act as a
		music, theatre,	tone?				in a range of conversations and collaborations with	
		and visual art.	How does	judgments and	pitch.			responsible and
		1.3.8.B.1 Perform		learn to respect one's own	A umolly:		diverse partners, building on others' ideas and	contributing citizen and
		instrumental or	repetition increase	expression and	Aurally identify		expressing their own clearly	employee.
		vocal	performance	those of others.	mistakes in		and persuasively.	empioyee.
			•	those of others.	individual		and persuasivery.	CDD2 Apply
		compositions	ability?	The critical	intonation		NJSLSA.SL4. Present	CRP2. Apply
		using complex standard and non-						appropriate
		standard and non-		process of	and describe		information, findings, and	

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standard Wester	· ·	observing,	the process		supporting evidence such	academic and
non-Western, an	nd personal	describing,	needed to fix		that listeners can follow the	technical skills.
avant-garde	practice	analyzing,	the mistake.		line of reasoning and the	
notation.	benefit	interpreting, and			organization, development,	CRP4.
	ensemble	evaluating leads	Perform		and style are appropriate to	Communicate
1.3.8.B.2 Perfor	1	to informed	accents,		task, purpose, and audience.	clearly and
independently a		judgments	tenuto,			effectively and
in groups with	Why is sight	regarding the	marcato.		NJSLSA.SL6. Adapt	with reason.
expressive	reading an	relative merits			speech to a variety of	
qualities	important skill	of musical	Perform		contexts and	CRP5.
appropriately	for musicians	works.	multi-note		communicative tasks,	Consider the
aligned with the	to acquire?		slurs.		demonstrating command of	environmental,
stylistic		Every individual	Utilize proper		formal English when	social and
characteristics of	f How does	contributes to	right-hand		indicated or appropriate.	economic
the genre.	shifting make	the quality of an	technique to			impacts of
	playing a	ensemble	perform		NJSLSA.L1. Demonstrate	decisions.
1.3.8.B.3 Apply		performance.	nuanced		command of the	
theoretical	instrument		dynamic		conventions of standard	CRP6.
understanding of	f easier?	Developing	levels (pp,		English grammar and usage	Demonstrate
expressive and		musicianship	mp,ff).		when writing or speaking.	creativity and
dynamic music	Why is	skills requires				innovation.
terminology to		constant self-	Explain how		NJSLSA.L2. Demonstrate	
performance of	essential skill	reflection and	the		command of the	CRP8. Utilize
written scores in	U	critique.	relationship		conventions of standard	critical thinking
the grand staff.	musician to		between bow		English capitalization,	to make sense
	learn?	Technology	weight,		punctuation, and spelling	of problems
1.4.8.B.1 Evalu		impacts the	amount,		when writing.	and persevere
the effectivenes	s How does	creation and	speed and			in solving them.
of a work of art	right hand	performance of	placement		NJSLSA.L6. Acquire and	
by differentiating	g technique help	music.	affects a		use accurately a range of	CRP9. Model
between the	shape the		performance,		general academic and	integrity,
artist's technica		To express their	including		domain-specific words and	ethical
proficiency and	music?	musical ideas,	tone quality		phrases sufficient for	leadership and
the work's cont		musicians	and		reading, writing, speaking,	effective
or form.	Why are	analyze,	dynamics.		and listening at the college	management.
	scales	evaluate, and			and career readiness level;	
MU:Pr4.2.E.8a	important?	refine their	Perform		demonstrate independence	CRP10. Plan
Demonstrate,		performance	scales and		in gathering vocabulary	education and
using music		over time	arpeggios up		knowledge when	career paths
reading skills		through	to 2 sharps		encountering an unknown	aligned to
when appropria	e,	openness to new	and 2 flats		term important to	personal goals.

how the setting	ideas,	over 1 or 2	comprehension or	
and formal	persistence, and	octaves with	expression.	CRP11. Use
characteristics of	the application	accurate	expression.	technology to
music works	of appropriate	intonation.	Health & Phys Ed	enhance
contribute to	criteria.	intonation.	Integration:	productivity.
understanding the	Cittoria.		2.5 Content Statement -	productivity.
context of the	The personal		Movement skill	CRP12. Work
music in prepared	evaluation of		performance is primarily	productively in
or improvised	musical work(s)		impacted by the quality of	teams while
performances.	and		instruction, practice,	using cultural
performances.	performance(s)		assessment, feedback, and	global
MU:Pr4.3.E.8a	is informed by		effort.	•
Demonstrate			errort.	competence.
	analysis,		259 A 1 Explain and	
understanding and	interpretation,		2.5.8.A.1 Explain and	
application of	and established		demonstrate the transition	
expressive	criteria.		of movement skills from	
qualities in a	T 1		isolated settings (i.e., skill	
varied repertoire	Instrumental		practice) into applied	
•				
*			activities).	
performances.				
	creative.			
	structure.			
			performance.	
•				
			_	
	various ways to		goal and make	
ensemble peers	express meaning		recommendations for	
and other sources	and emotion.		improvement	
to refine				
performances.	Musicians use		Science Integration:	
	the elements of		5.2 Content Statement -	
MU:Pr6.1.E.8a	music to		Objects undergo different	
Demonstrate	effectively		kinds of motion	
attention to	decode the			
and other sources to refine performances. MU:Pr6.1.E.8a Demonstrate	express meaning and emotion. Musicians use the elements of music to effectively		recommendations for improvement Science Integration: 5.2 Content Statement - Objects undergo different	

technical accuracy	process of	(translational, rotational,
and expressive	performing	and vibrational).
qualities in	music.	and violational).
	music.	5.2 Content Statement - The
prepared and		
improvised		motion of an object changes
performances of a		only when a net force is
varied repertoire		applied.
of music		
representing		Technology Integration:
diverse cultures		8.1 Educational
and styles.		Technology: All students
		will use digital tools to
		access, manage, evaluate,
		and synthesize information
		in order to solve problems
		individually and
		collaboratively and to
		create and communicate
		knowledge.
		1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1.1.0 1
		World Language
		Integration:
		7.1.NM.A.2 Demonstrate
		comprehension of simple,
		oral and written directions,
		commands, and requests
		through appropriate
		* ** *
		physical response.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Equivalent	1.3 Performance:	Why is active	Music changes	Apply tempo	Live and	Literacy Integration:	9.2.8.B.3
Performance	to 15 days	All students will	listening an	over time due to	and dynamic	recorded	NJSLSA.W2. Write	Evaluate
Skills	throughout	synthesize those	important skill	cultural shifts,	change to	performance	informative/explanatory	communication,
	the year.	skills, media,	when playing	events in world	individual and	evaluations	texts to examine and	collaboration,
		methods, and	an instrument	history, and	ensemble	based on	convey complex ideas	and leadership
		technologies	within an	technological	performance by	teacher-	and information clearly	skills that can
		appropriate to	ensemble?	advances.	following	created	and accurately through	be developed
		creating,			conducting	rubrics.	the effective selection,	through school,
		performing,	What role do	There are many	gestures.		organization, and	home, work,
		and/or presenting	individual and	different reasons		Visual and	analysis of content.	and
		works of art in	ensemble	why music is	Identify	aural		extracurricular
		dance, music,	dynamics play	written and	melodic and	observation	NJSLSA.W4. Produce	activities for
		theatre, and visual	in the	performed,	harmonic	of correct	clear and coherent	use in a career.
		art.	performance of	including	function of	performance	writing in which the	
			a piece of	communication,	instrument	technique.	development,	9.3.12.AR-
		1.4 Aesthetic	music?	emotional	groups within		organization, and style	PRF.3 Perform
		Responses and		expression,	the ensemble.	Self-	are appropriate to task,	a varied
		Critique	In what ways	storytelling and the		assessment of	purpose, and audience.	repertoire of
		Methodologies:	can string	commemoration of	Explain the	ensemble		vocal and/or
		All students will	players tell if	a person or event.	correlation	intonation,	NJSLSA.W6. Use	instrumental
		demonstrate and	they are		between	balance,	technology, including	music
		apply an	playing in tune	Through the study	ensemble	blend, and	the Internet, to produce	representing
		understanding of	or out of tune?	of the arts, people	appearance and	expression,	and publish writing and	diverse styles,
		arts philosophies,		learn to make	behavior and	based on	to interact and	cultures and
		judgment, and	Why is playing	informed critical	performance	teacher-	collaborate with others.	historical
		analysis to works	with accurate	judgments and	quality.	created		periods.
		of art in dance,	pitch an	learn to respect		rubrics.	NJSLSA.SL1. Prepare	CD D4
		music, theatre,	important skill	one's own	Choose		for and participate	CRP1. Act as a
		and visual art.	when playing	expression and	strategies from		effectively in a range of	responsible and
		100010	in an	those of others.	a list for		conversations and	contributing
		1.3.8.B.1 Perform	ensemble?	rent to t	addressing		collaborations with	citizen and
		instrumental or	***	The critical process	specific		diverse partners,	employee.
		vocal	Why is	of observing,	musical		building on others'	CDD2 / 1
		compositions	listening an	describing,	problems and		ideas and expressing	CRP2. Apply
		using complex	important skill	analyzing,	issues in		their own clearly and	appropriate
		standard and non-	when playing a	interpreting, and	performance.		persuasively.	

1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			I	<u> </u>	1 , ,
standard Western,	string	evaluating leads to			academic and
non-Western, and	instrument?	informed	Explain how	NJSLSA.SL4. Present	technical skills.
avant-garde		judgments	the behavior of	information, findings,	
notation.	What	regarding the	the audience	and supporting	CRP4.
	strategies can	relative merits of	impacts the	evidence such that	Communicate
1.3.8.B.2 Perform	string	musical works.	overall musical	listeners can follow the	clearly and
independently and	musicians use		experience of a	line of reasoning and	effectively and
in groups with	to correct and	Every individual	performance.	the organization,	with reason.
expressive	improve	contributes to the		development, and style	
qualities	intonation?	quality of an		are appropriate to task,	CRP5.
appropriately		ensemble		purpose, and audience.	Consider the
aligned with the	What are the	performance.			environmental,
stylistic	responsibilities			NJSLSA.SL6. Adapt	social and
characteristics of	of musicians in	Developing		speech to a variety of	economic
the genre.	a performance	musicianship skills		contexts and	impacts of
	setting?	requires constant		communicative tasks,	decisions.
1.3.8.B.3 Apply		self-reflection and		demonstrating	
theoretical		critique.		command of formal	CRP6.
understanding of				English when indicated	Demonstrate
expressive and		Technology		or appropriate.	creativity and
dynamic music		impacts the			innovation.
terminology to the		creation and		NJSLSA.L1.	
performance of		performance of		Demonstrate command	CRP8. Utilize
written scores in		music.		of the conventions of	critical thinking
the grand staff.				standard English	to make sense
		To express their		grammar and usage	of problems
1.4.8.A.1		musical ideas,		when writing or	and persevere
Generate		musicians analyze,		speaking.	in solving them.
observational and		evaluate, and refine			
emotional		their performance		NJSLSA.L2.	CRP9. Model
responses to		over time through		Demonstrate command	integrity,
diverse culturally		openness to new		of the conventions of	ethical
and historically		ideas, persistence,		standard English	leadership and
specific works of		and the application		capitalization,	effective
dance, music,		of appropriate		punctuation, and	management.
theatre, and visual		criteria.		spelling when writing.	
art.					CRP10. Plan
		The personal		NJSLSA.L6. Acquire	education and
1.4.8.A.3		evaluation of			
among artistic		and performance(s)		academic and domain-	personal goals.
1.4.8.A.3 Distinguish among artistic		evaluation of musical work(s)		and use accurately a range of general	career paths aligned to

styles trands and	is informed by	specific words and
styles, trends, and	is informed by	specific words and
movements in	analysis,	phrases sufficient for CRP11. Use
dance, music,	interpretation, and	reading, writing, technology to
theatre, and visual	established criteria.	speaking, and listening enhance
art within diverse		at the college and productivity.
cultures and	Instrumental	career readiness level;
historical eras.	performance is	demonstrate CRP12. Work
	mental and	independence in productively in
1.4.8.B.1 Evaluate	physical as well as	gathering vocabulary teams while
the effectiveness	academic, aesthetic	knowledge when using cultural
of a work of art by	and creative.	encountering an global
differentiating		unknown term competence.
between the	Music has a	important to
artist's technical	structure.	comprehension or
proficiency and		expression.
the work's content	The elements of	
or form.	music are	Health & Phys Ed
	combined in	Integration:
MU:Pr4.2.E.8a	unlimited and	2.5 Content Statement -
Demonstrate,	various ways to	Movement skill
using music	express meaning	performance is
reading skills	and emotion.	primarily impacted by
when appropriate,		the quality of
how the setting	Musicians use the	instruction, practice,
and formal	elements of music	assessment, feedback,
characteristics of	to effectively	and effort.
music works	decode the process	
contribute to	of performing	2.5.8.A.1 Explain and
understanding the	music.	demonstrate the
context of the		transition of movement
music in prepared		skills from isolated
or improvised		settings (i.e., skill
performances.		practice) into applied
<u> </u>		settings (i.e., games,
MU:Pr4.3.E.8a		sports, dance, and
Demonstrate		recreational activities).
understanding and		<i>'</i>
application of		2.5.8.A.2 Apply the
expressive		concepts of force and
qualities in a		motion (weight
varied repertoire		transfer, power, speed,
, arred repertorie		danster, power, speed,

of music through		gility, range of
prepared and	n	notion) to impact
improvised	p	performance.
performances.		
		2.5.8.B.3 Analyze
MU:Pr5.3.E.8a	i	ndividual and team
Develop strategies	e	effectiveness in
to address	a	chieving a goal and
technical		nake recommendations
challenges in a		or improvement
varied repertoire		r
of music and		Technology
evaluate their		Integration:
success using		3.1 Educational
feedback from		Technology: All
ensemble peers		tudents will use digital
and other sources		ools to access, manage,
to refine		evaluate, and
performances.		ynthesize information
performances.		n order to solve
MU:Pr6.1.E.8a		problems individually
Demonstrate		
attention to		and collaboratively and o create and
technical accuracy		communicate
and expressive	K	nowledge.
qualities in		** ***
prepared and		Vorld Language
improvised		ntegration:
performances of a		'.1.NM.A.2
varied repertoire		Demonstrate
of music		comprehension of
representing		imple, oral and written
diverse cultures		lirections, commands,
and styles.	a	and requests through
	a	ppropriate physical
	r	esponse.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Critique	Approx.	1.4 Aesthetic	When is a	Music changes over	Brainstorm	Critical	Literacy Integration:	9.2.8.B.3
and	10	Responses and	piece of music	time due to cultural	criteria for	essays about	NJSLSA.W2. Write	Evaluate
Evaluation	minutes	Critique	prepared	shifts, events in	critiquing a	individual and	informative/explanatory	communication,
	per class	Methodologies: All	enough to be	world history, and	performance	ensemble	texts to examine and	collaboration,
	period.	students will	"performance	technological	using music	performances	convey complex ideas	and leadership
		demonstrate and	ready"?	advances.	specific	based on	and information clearly	skills that can
		apply an			terminology.	teacher and	and accurately through	be developed
		understanding of	Why is using	There are many		student	the effective selection,	through school,
		arts philosophies,	the proper	different reasons	Support	generated	organization, and	home, work,
		judgment, and	vocabulary	why music is written	judgements about	criteria.	analysis of content.	and
		analysis to works	when	and performed,	musical			extracurricular
		of art in dance,	critiquing	including	performances	Students will	NJSLSA.W4. Produce	activities for
		music, theatre, and	essential to	communication,	using music	respond to	clear and coherent	use in a career.
		visual art.	successful	emotional	specific criteria.	teacher-	writing in which the	
			progress?	expression,		directed	development,	CRP1. Act as a
		1.4.8.B.1 Evaluate		storytelling and the	Identify strengths	questions as	organization, and style	responsible and
		the effectiveness of	How does	commemoration of a	and weaknesses	part of in-	are appropriate to task,	contributing
		a work of art by	critique affect	person or event.	in individual and	class and	purpose, and audience.	citizen and
		differentiating	the		ensemble	online		employee.
		between the artist's	development	Through the study	performances	discussions.	NJSLSA.W6. Use	
		technical	of an ensemble	of the arts, people	using music-		technology, including	CRP2. Apply
		proficiency and the	as it pertains to	learn to make	specific criteria.		the Internet, to produce	appropriate
		work's content or	the individuals	informed critical			and publish writing and	academic and
		form.	who make up	judgments and learn	Create short term		to interact and	technical skills.
			the ensemble?	to respect one's own	goals for		collaborate with others.	
		1.4.8.B.2		expression and those	individual and			CRP4.
		Differentiate	What is the	of others.	ensemble		NJSLSA.SL1. Prepare	Communicate
		among basic	importance of		improvement		for and participate	clearly and
		formal structures	self-evaluation	The critical process	based on self-		effectively in a range of	effectively and
		and technical	as it pertains to	of observing,	assessment of		conversations and	with reason.
		proficiency of	a performance?	describing,	strengths and		collaborations with	
		artists in works of		analyzing,	weaknesses.		diverse partners,	CRP5.
		dance, music,	How will	interpreting, and			building on others'	Consider the
		theatre, and visual	active listening	evaluating leads to	Suggested		ideas and expressing	environmental,
		art.	help one	informed judgments	activity:		their own clearly and	social and
			become a	regarding the			persuasively.	economic

1.4.8.A.1 Generate	better critic	relative merits of	Display a piece of		impacts of
observational and	and performer?	musical works.	music on	NJSLSA.SL4. Present	decisions.
emotional	una perioriner.	masical works.	overhead	information, findings,	decisions.
responses to	How do	Every individual	projector. Ask	and supporting	CRP6.
diverse culturally	musicians	contributes to the	students to follow	evidence such that	Demonstrate
and historically	determine what	quality of an	along while they	listeners can follow the	creativity and
specific works of	to practice?	ensemble	listen to a	line of reasoning and	innovation.
dance, music,	to practice:	performance.	performance of	the organization,	iiiiovatioii.
theatre, and visual	What criteria	periormance.	that piece and	development, and style	CRP8. Utilize
art.	would one use	Developing	identify the	are appropriate to task,	critical thinking
art.	to evaluate a	musicianship skills	mistakes.	purpose, and audience.	to make sense
MU:Re7.2.E.8a	musical	requires constant	illistakes.	purpose, and addience.	of problems
Describe how	performance?	self-reflection and		NJSLSA.SL6. Adapt	and persevere
understanding	performance:	critique.		speech to a variety of	in solving them.
context and the		critique.		contexts and	in solving them.
way the elements		Technology impacts		communicative tasks,	CRP9. Model
of music are		the creation and		demonstrating	integrity,
manipulated		performance of		command of formal	ethical
inform the		music.		English when indicated	leadership and
		music.			effective
response to music.		To express their		or appropriate.	
MU:Re8.1.E.8a		musical ideas,		NJSLSA.L1.	management.
Identify and		musicians analyze,		Demonstrate command	CRP10. Plan
support		evaluate, and refine		of the conventions of	education and
interpretations of		their performance		standard English	career paths
the expressive		over time through		grammar and usage	aligned to
intent and meaning		openness to new		when writing or	personal goals.
of musical works,		ideas, persistence,		speaking.	personal goals.
citing as evidence		and the application		speaking.	CRP11. Use
the treatment of the		of appropriate		NJSLSA.L2.	technology to
elements of music,		criteria.		Demonstrate command	enhance
contexts, and		Critoria.		of the conventions of	productivity.
(when appropriate)		The personal		standard English	productivity.
the setting of the		evaluation of		capitalization,	CRP12. Work
text.		musical work(s) and		punctuation, and	productively in
		performance(s) is		spelling when writing.	teams while
		informed by		Sponing when withing.	using cultural
		analysis,		NJSLSA.L6. Acquire	global
		interpretation, and		and use accurately a	competence.
		established criteria.		range of general	competence.
		Totalionida Cintona.		academic and domain-	
				aradeline and domain	

		Instrumental	specific words and
		performance is	phrases sufficient for
		mental and physical	reading, writing,
		as well as academic,	speaking, and listening
		aesthetic and	at the college and
		creative.	career readiness level;
			demonstrate
		Music has a	independence in
		structure.	gathering vocabulary
			knowledge when
		The elements of	encountering an
		music are combined	unknown term
		in unlimited and	important to
		various ways to	comprehension or
		express meaning	expression.
		and emotion.	5
			Health & Phys Ed
		Musicians use the	Integration:
		elements of music to	2.5.8.B.3 Analyze
		effectively decode	individual and team
		the process of	effectiveness in
		performing music.	achieving a goal and
		performing music.	make recommendations
			for improvement
			Tachardam
			Technology
			Integration:
			8.1 Educational
			Technology: All
			students will use digital
			tools to access, manage,
			evaluate, and
			synthesize information
			in order to solve
			problems individually
			and collaboratively and
			to create and
			communicate
			knowledge.
L	<u>'</u>	1	<u>'</u>

			World Language
			Integration:
			7.1.NM.A.2
			Demonstrate
			comprehension of
			simple, oral and written
			directions, commands,
			and requests through
			appropriate physical
			response.

BIBILIOGRAPHY

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WEBLIOGRAPHY

None for this course.

2019 HTPS Performing Arts Curriculum Map – Grade 7 Orchestra

ASSOCIATED JOBS LIST BY UNIT

These jobs will be discussed at various times throughout the orchestra curriculum:

Acoustician
Band/Orchestra Conductor
Broadcast Engineering

Disc Jockey

Film/TV Musician/Supervisor

Instrument Repair Technician

Music Arranger

Music Composer

Music Critic

Music Educator

Music Health

Music Manager

Music Producer

Music Therapist

Musicologist

Professional Musician

Recording Engineer

Recording Session Musician