HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH MIDDLE SCHOOL MUSIC CURRICULUM GRADE 8 ORCHESTRA AUGUST 2019

Grade 8 Orchestra Course Overview

This full year elective performance class for students in Grade 8 is a continuation of the district-wide orchestra program which begins in 5th grade and continues through the 12th grade. Grade 8 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 8 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements of	Equivalent	1.1 The Creative	Why is it	Why is it important	Play and	Class	Literacy Integration:	9.2.8.B.3
Music &	to 15 days	Process: All	important to	to understand the	count using	discussion in	NJSLSA.W2. Write	Evaluate
Theoretical	throughout	students will	understand the	elements of music?	numbers	which students	informative/explanatory	communication,
Knowledge	the year.	demonstrate an	elements of		rhythms	are able to	texts to examine and	collaboration,
		understanding of	music?	How can primary	including	explore the	convey complex ideas	and leadership
		the elements and		counting skills	eighth,	elements of	and information clearly	skills that can
		principles that	How can	increase rhythmic	sixteenth,	music guided	and accurately through	be developed
		govern the	primary	accuracy?	and dotted	by essential	the effective selection,	through school,
		creation of works	counting skills	***	half notes	questions.	organization, and	home, work,
		of art in dance,	increase	Why is it important	and rests.	0.11	analysis of content.	and
		music, theatre,	rhythmic	to identify	D: .: 1	Online and in-	MIGI GA WA D	extracurricular
		and visual art.	accuracy?	mathematical	Distinguish	class	NJSLSA.W4. Produce	activities for
		1.2 Danfannana.	W/h in id	correlations in	between	evaluation of	clear and coherent	use in a career.
		1.3 Performance:	Why is it	rhythmic patterns?	different musical	student	writing in which the	9.3.12.AR
		All students will synthesize those	important to identify	How do different	themes	understandings.	development, organization, and style	9.3.12.AR PRF.4
		skills, media,	mathematical	time signatures	within a	Identification	are appropriate to task,	Demonstrate
		methods, and	correlations in	change the sound	piece.	of the elements	purpose, and audience.	knowledge of
		technologies	rhythmic	and performance of	piece.	of music within	purpose, and addience.	music theory.
		appropriate to	patterns?	music?	Distinguish	the context of	NJSLSA.W6. Use	music theory.
		creating,	patterns.	music.	between	listening and	technology, including	CRP1. Act as a
		performing,	How do	How does	melodies and	reading scores	the Internet, to produce	responsible and
		and/or presenting	different time	technology assist in	chords in	and individual	and publish writing and	contributing
		works of art in	signatures	the writing and	major and	parts.	to interact and	citizen and
		dance, music,	change the	recording of music?	minor		collaborate with others.	employee.
		theatre, and visual	sound and	How does	tonalities.	Critical		
		art.	performance of	articulation add to		listening	NJSLSA.SL1. Prepare	CRP2. Apply
			music?	the character of a	Outline	assessments.	for and participate	appropriate
		1.4 Aesthetic		piece of music?	musical		effectively in a range of	academic and
		Responses and	How does		form,		conversations and	technical skills.
		Critique	technology	How do composers	including		collaborations with	
		Methodologies:	assist in the	manipulate the	ABA, AB		diverse partners,	CRP4.
		All students will	writing and	elements of music	and Sonata		building on others'	Communicate
		demonstrate and	recording of	in order to evoke	form, based		ideas and expressing	clearly and
		apply an	music?	emotions from	on thematic		their own clearly and	effectively and
		understanding of		listeners?	material.		persuasively.	with reason.

	arts philosophies,	How does				
	judgement, and	articulation add	How do the	Pagagniza	NJSLSA.SL4. Present	CRP5.
		to the character	elements of music	Recognize		Consider the
	analysis to works			and perform	information, findings,	
	of art in dance,	of a piece of	work together to	music in	and supporting	environmental,
	music, theatre,	music?	provide personal	simple duple	evidence such that	social and
	and visual art.	TT 1	meaning to the	and triple	listeners can follow the	economic
	110511	How do	performer,	meters.	line of reasoning and	impacts of
	1.1.8.B.1 Analyze	composers	composer,		the organization,	decisions.
	the application of	manipulate the	audience, etc.?	Recognize	development, and style	
	the elements of	elements of		and perform	are appropriate to task,	CRP6.
	music in diverse	music in order	How do composers	music in	purpose, and audience.	Demonstrate
	Western and non-	to evoke	utilize the elements	compound		creativity and
	Western musical	emotions from	of music to create a	duple meter	NJSLSA.SL6. Adapt	innovation.
	works from	listeners?	cohesive	(6/8 time).	speech to a variety of	
	different historical		composition?		contexts and	CRP8. Utilize
	eras using active	How do the		Differentiate	communicative tasks,	critical thinking
	listening and by	elements of	How does rhythm	between	demonstrating	to make sense
	reading and	music work	affect the sound of	different	command of formal	of problems
	interpreting	together to	a piece?	musical	English when indicated	and persevere
	written scores.	provide		tempos using	or appropriate.	in solving them.
		personal	How is silence just	appropriate		
	1.1.8.B.2	meaning to the	as important as	terminology.	NJSLSA.L1.	CRP9. Model
	Compare and	performer,	sound in music?		Demonstrate command	integrity,
	contrast the use of	composer,		Identify key	of the conventions of	ethical
	structural forms	audience, etc.?	How do dynamics	signatures for	standard English	leadership and
	and the		affect the sound of	up to three	grammar and usage	effective
	manipulation of	How do	music? Are they as	sharps and	when writing or	management.
	the elements of	composers	important as other	three flats.	speaking.	
	music in diverse	utilize the	elements of music			CRP10. Plan
	styles and genres	elements of	(pitch, rhythm,	Identify	NJSLSA.L2.	education and
	of musical	music to create	etc.)?	relative	Demonstrate command	career paths
	compositions.	a cohesive		minor keys	of the conventions of	aligned to
		composition?		for scales up	standard English	personal goals.
	1.3.8.B.1 Perform	•		to two sharps	capitalization,	
	instrumental or	How does		and two flats.	punctuation, and	CRP11. Use
	vocal	rhythm affect			spelling when writing.	technology to
	compositions	the sound of a		Examine new		enhance
	using complex	piece?		pieces of	NJSLSA.L6. Acquire	productivity.
	standard and non-	1		music for	and use accurately a	
	standard Western,	How is silence		elements of	range of general	CRP12. Work
	non-Western, and	just as			academic and domain-	productively in
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avant-garde	important as		pitch, meter	specific words and	teams while
notation.	sound in		and rhythm.	phrases sufficient for	using cultural
	music?			reading, writing,	global
1.3.8.B.3 Apply			Evaluate	speaking, and listening	competence.
theoretical	How do		composers	at the college and	
understanding of	dynamics affect		use of the	career readiness level;	
expressive and	the sound of		elements of	demonstrate	
dynamic music	music? Are		music to	independence in	
terminology to the	they as		create unity	gathering vocabulary	
performance of	important as		and variety	knowledge when	
written scores in	other elements		within a	encountering an	
the grand staff.	of music (pitch,		piece.	unknown term	
C	rhythm, etc.)?		•	important to	
1.3.8.B.4	• • • •			comprehension or	
Improvise music				expression.	
in a selected genre					
or style, using the				World Language	
elements of music				Integration:	
that are consistent				7.1.NM.A.2	
with basic playing				Demonstrate	
and/or singing				comprehension of	
techniques in that				simple, oral and written	
genre or style.				directions, commands,	
genie of style.				and requests through	
1.4.8.A.7 Analyze				appropriate physical	
the form, function,				response.	
craftsmanship,				response.	
and originality of					
representative					
works of dance,					
music, theatre,					
and visual art.					
14002					
1.4.8.B.2					
Differentiate					
among basic					
formal structures					
and 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.
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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.
MU:Pr4.3.E.8a
Demonstrate
understanding and
application of
expressive
qualities in a
varied repertoire
of music through
prepared and
improvised
performances.
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 Process:	How do	Music changes	Compare and	Student aural	Literacy Integration:	9.2.8.B.3
and	to 3 days	All students will	cultural	over time due to	contrast music	and written	NJSLSA.W7. Conduct	Evaluate
Culture	throughout	demonstrate an	implications	cultural shifts,	from different	responses to	short as well as more	communication,
	the year.	understanding of the	impact musical	events in world	genres and	teacher-	sustained research	collaboration,
		elements and principles	organization	history, and	time periods	directed	projects, utilizing an	and leadership
		that govern the creation	and sound?	technological	with respect to	questions.	inquiry-based research	skills that can
		of works of art in dance,		advances.	the elements		process, based on	be developed
		music, theatre, and visual	How have		of music,	Listening	focused questions,	through school,
		arts.	performance	There are many	using music	activity where	demonstrating	home, work,
			practices	different reasons	specific	students will	understanding of the	and
		1.2 History of the Arts	evolved	why music is	terminology.	compare and	subject under	extracurricular
		and Culture: All students	through	written and	Relate	contrast	investigation.	activities for
		will understand the role,	various	performed,	composers to	characteristics		use in a career.
		development, and	musical eras?	including	appropriate	of what they	NJSLSA.W8. Gather	
		influence of the arts		communication,	musical time	hear.	relevant information	9.3.12.AR-
		throughout history and	In what ways	emotional	period		from multiple print and	PRF.3 Perform
		across cultures.	have	expression,	Evaluate the	Written, oral,	digital sources, assess	a varied
			technological	storytelling and	impact of	and/or digital	the credibility and	repertoire of
		1.4 Aesthetic Responses	and	the	historical	research	accuracy of each	vocal and/or
		and Critique	sociological	commemoration	context on	assignments	source, and integrate	instrumental
		Methodologies: All	advances	of a person or	music from	and class	the information while	music
		students will demonstrate	changed the	event.	various	presentations	avoiding plagiarism.	representing
		and apply an	performance		cultures and	on individual		diverse styles,
		understanding of arts	and audience	Through the	time periods.	pieces covering	NJSLSA.W9. Draw	cultures and
		philosophies, judgment,	perception of	study of the arts,	Perform	historical and	evidence from literary	historical
		and analysis to works of	music over	people learn to	exercises and	cultural	or informational texts	periods.
		art in dance, music,	time?	make informed	concert	contexts.	to support analysis,	CDD1 A
		theatre, and visual art.	YY 1 .1	critical	literature from	G. 1	reflection, and research.	CRP1. Act as a
		1204134. 11.	How do the	judgments and	varying	Student -	NICLOA WAS WELL	responsible and
		1.2.8.A.1 Map historical	elements of	learn to respect	cultures and	created	NJSLSA.W2. Write	contributing
		innovations in dance,	music differ	one's own	time periods.	program notes.	informative/explanatory	citizen and
		music, theatre, and visual	across time	expression and	Perform music		texts to examine and	employee.
		art that were caused by	periods and	those of others.	appropriate for		convey complex ideas	CDD2 A1
		the creation of new	cultures?	The suit:1	various		and information clearly	CRP2. Apply
		technologies.		The critical	cultural		and accurately through	appropriate
				process of	celebrations.		the effective selection,	

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			observing,	Categorize		organization, and	academic and
			describing,	pieces of		analysis of content.	technical skills.
	dance, music, vario		analyzing,	music by			
	and visual art cultur		interpreting, and	genre and time		NJSLSA.W4. Produce	CRP4.
	esent important influe		evaluating leads	period.		clear and coherent	Communicate
	ues, and events indiv	· ·	to informed	Evaluate the		writing in which the	clearly and
		,	judgments	impact of		development,	effectively and
	of diverse kines		regarding the	instrument		organization, and style	with reason.
cultures.			relative merits	design on the		are appropriate to task,	
	music		of musical	composition		purpose, and audience.	CRP5. Consider
1.2.8.A.3	Analyze the	,	works.	and			the
	,	does a		performance		NJSLSA.W6. Use	environmental,
political	impact of artists comp	ooser	Every individual	of music from		technology, including	social and
			contributes to	various time		the Internet, to produce	economic
of culture	e on the arts. music		the quality of an	periods.		and publish writing and	impacts of
		vrites?	ensemble	Make		to interact and	decisions.
1.4.8.A.1	Generate	1	performance.	aesthetic		collaborate with others.	
observati	onal and How	does a		judgements			CRP6.
emotiona	al responses to comp		Developing	based on		NJSLSA.SL1. Prepare	Demonstrate
	ulturally and repres		musicianship	personal		for and participate	creativity and
	• •	_	skills requires	criteria for		effectively in a range of	innovation.
			constant self-	determining		conversations and	
theatre, a	nd visual art. writte	en music?	reflection and	musical		collaborations with	CRP8. Utilize
			critique.	preference.		diverse partners,	critical thinking
1.4.8.A.3	Distinguish How	do				building on others'	to make sense
		ral and	Technology			ideas and expressing	of problems and
trends, ar	nd movements in histor	rical	impacts the			their own clearly and	persevere in
dance, m	usic, theatre, event	ts impact	creation and			persuasively.	solving them.
and visua	al art within music	c making	performance of				
diverse c	ultures and and a	udience	music.			NJSLSA.SL4. Present	CRP9. Model
historical	1	onse to				information, findings,	integrity,
	music		To express their			and supporting	ethical
	Compare and		musical ideas,			evidence such that	leadership and
	1	does a	musicians			listeners can follow the	effective
	al subject matter comp	ooser	analyze,			line of reasoning and	management.
in works	of art from repres		evaluate, and			the organization,	
	ultural contexts histor		refine their			development, and style	CRP10. Plan
	3	ts when	performance			are appropriate to task,	education and
writing c	ritical essays. comp	oosing?	over time			purpose, and audience.	career paths
		1	through				aligned to
			openness to new				personal goals.

M	MU:Pr6.1.E.8a	How do	ideas,		NJSLSA.SL6. Adapt	
	Demonstrate attention to	musical	persistence, and		speech to a variety of	CRP11. Use
	echnical accuracy and				contexts and	
	· ·	elements help	the application			technology to
	xpressive qualities in	to represent or	of appropriate		communicative tasks,	enhance
	repared and improvised	identify music	criteria.		demonstrating	productivity.
_	erformances of a varied	from various	TTI 1		command of formal	CDD1A W 1
	epertoire of music	cultures and	The personal		English when indicated	CRP12. Work
	epresenting diverse	styles?	evaluation of		or appropriate.	productively in
cu	ultures and styles.		musical work(s)			teams while
		How does the	and		NJSLSA.L1.	using cultural
	IU:Pr6.1.E.8b	language of	performance(s)		Demonstrate command	global
	Demonstrate an	music	is informed by		of the conventions of	competence.
	nderstanding of the	transcend	analysis,		standard English	
	ontext of the music	cultures?	interpretation,		grammar and usage	
th	nrough prepared and		and established		when writing or	
in	nprovised	How does	criteria.		speaking.	
pe	erformances.	music				
		influence	Instrumental		NJSLSA.L2.	
M	IU:Re7.2.E.8a Describe	cultural	performance is		Demonstrate command	
ho	ow understanding	celebrations?	mental and		of the conventions of	
co	ontext and the way he		physical as well		standard English	
ele	lements of music are	What do we	as academic,		capitalization,	
m	nanipulated inform the	need to know	aesthetic and		punctuation, and	
	esponse to music.	about a culture	creative.		spelling when writing.	
	•	to properly				
		perform its	Music has a		NJSLSA.L6. Acquire	
		music?	structure.		and use accurately a	
					range of general	
		How has	The elements of		academic and domain-	
		classical music	music are		specific words and	
		contributed to	combined in		phrases sufficient for	
		music	unlimited and		reading, writing,	
		throughout	various ways to		speaking, and listening	
		history?	express meaning		at the college and	
			and emotion.		career readiness level;	
			and chilotion.		demonstrate	
			Musicians use		independence in	
			the elements of		gathering vocabulary	
			music to		knowledge when	
			effectively		encountering an	
			decode the		unknown term	
			uccoue the		unknown teim	

	process of	important to
		important to
	performing	comprehension or
	music.	expression.
		Social Studies
		Integration:
		6.1 U.S. History:
		America in the World
		All students will
		acquire the knowledge
		and skills to think
		analytically about how
		past and present
		interactions of people,
		cultures, and the
		environment shape the
		American heritage.
		Such knowledge and
		skills enable students to
		make informed
		decisions that reflect
		fundamental rights and
		core democratic values
		as productive citizens
		in local, national, and
		global communities.
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		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.
				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: All	How does	Music changes	Execute	Individual	Literacy Integration:	9.2.8.B.3
Performance	to 34 days	students will	good	over time due to	beginning	performance	NJSLSA.W2. Write	Evaluate
Skills	throughout	synthesize those skills,	technique	cultural shifts,	vibrato	assessments	informative/explanatory	communication,
	the year.	media, methods, and	affect	events in world	exercises with	using teacher	texts to examine and	collaboration,
		technologies	performance	history, and	a relaxed hand	designed	convey complex ideas	and leadership
		appropriate to	quality?	technological	and arm	rubrics.	and information clearly	skills that can
		creating, performing,		advances.	motion.		and accurately through	be developed
		and/or presenting	How do			Visual	the effective selection,	through school,
		works of art in dance,	different	There are many	Tune by 5ths	observation of	organization, and	home, work,
		music, theatre, and	bowing styles	different reasons	or harmonics	correct	analysis of content.	and
		visual art.	affect the	why music is	based on a	performance		extracurricular
			sound of a	written and	given A	technique.	NJSLSA.W4. Produce	activities for
		1.4 Aesthetic	piece?	performed,	440Hz		clear and coherent	use in a career.
		Responses and		including	reference	Self-	writing in which the	
		Critique	How can you	communication,	pitch.	assessment of	development,	9.3.12.AR-
		Methodologies: All	hear pitch	emotional		individual	organization, and style	PRF.3 Perform
		students will	problems?	expression,	Aurally	performance	are appropriate to task,	a varied
		demonstrate and apply		storytelling and	identify	technique.	purpose, and audience.	repertoire of
		an understanding of	How does	the	mistakes in			vocal and/or
		arts philosophies,	proper	commemoration	individual		NJSLSA.W6. Use	instrumental
		judgement, and	posture, bow	of a person or	intonation and		technology, including	music
		analysis to works of	control, and	event.	describe the		the Internet, to produce	representing
		art in dance, music,	playing		process		and publish writing and	diverse styles,
		theatre, and visual art.	position	Through the	needed to fix		to interact and	cultures and
			contribute to	study of the arts,	the mistake.		collaborate with others.	historical
		1.3.8.B.1 Perform	creating a	people learn to				periods.
		instrumental or vocal	characteristic	make informed	Perform		NJSLSA.SL1. Prepare	GDD1 .
		compositions using	tone?	critical	accents,		for and participate	CRP1. Act as a
		complex standard and		judgments and	tenuto,		effectively in a range of	responsible and
		non-standard Western,	How does	learn to respect	marcato.		conversations and	contributing
		non-Western, and	repetition	one's own	D 6		collaborations with	citizen and
		avant-garde notation.	increase	expression and	Perform		diverse partners,	employee.
		400000	performance	those of others.	multi-note		building on others'	anna i i
		1.3.8.B.2 Perform	ability?		slurs.		ideas and expressing	CRP2. Apply
		independently and in		The critical			their own clearly and	appropriate
		groups with		process of			persuasively.	

Т	1:4:	TT 1.	-1	11/11:	T	1 1
	expressive qualities	How does	observing,	Utilize proper	NIGI GA GI A D	academic and
	appropriately aligned	personal	describing,	right-hand	NJSLSA.SL4. Present	technical skills.
	with the stylistic	practice	analyzing,	technique to	information, findings,	GD D 4
	characteristics of the	benefit	interpreting, and	perform	and supporting	CRP4.
	genre.	ensemble	evaluating leads	nuanced	evidence such that	Communicate
		performance?	to informed	dynamic	listeners can follow the	clearly and
	1.3.8.B.3 Apply		judgments	levels (pp, mp,	line of reasoning and	effectively and
	theoretical	Why is sight	regarding the	$ ff, sfz, fp\rangle$	the organization,	with reason.
	understanding of	reading an	relative merits		development, and style	
	expressive and	important skill	of musical	Explain how	are appropriate to task,	CRP5. Consider
	dynamic music	for musicians	works.	the	purpose, and audience.	the
	terminology to the	to acquire?		relationship		environmental,
	performance of		Every individual	between bow	NJSLSA.SL6. Adapt	social and
	written scores in the	How does	contributes to	weight,	speech to a variety of	economic
	grand staff.	shifting make	the quality of an	amount, speed	contexts and	impacts of
		playing a	ensemble	and placement	communicative tasks,	decisions.
	1.4.8.B.1 Evaluate the	string	performance.	affects a	demonstrating	
	effectiveness of a	instrument		performance,	command of formal	CRP6.
	work of art by	easier?	Developing	including tone	English when indicated	Demonstrate
	differentiating		musicianship	quality and	or appropriate.	creativity and
	between the artist's	Why is	skills requires	dynamics.		innovation.
	technical proficiency	shifting an	constant self-		NJSLSA.L1.	
	and the work's content	essential skill	reflection and	Perform major	Demonstrate command	CRP8. Utilize
	or form.	for a string	critique.	scales and	of the conventions of	critical thinking
		musician to	_	arpeggios up	standard English	to make sense
	MU:Pr4.2.E.8a	learn?	Technology	to 3 sharps	grammar and usage	of problems and
	Demonstrate, using		impacts the	and 3 flats	when writing or	persevere in
	music reading skills	How does	creation and	over 1 or 2	speaking.	solving them.
	when appropriate,	right hand	performance of	octaves with		
	how the setting and	technique help	music.	accurate	NJSLSA.L2.	CRP9. Model
	formal characteristics	shape the		intonation.	Demonstrate command	integrity,
	of music works	sound of	To express their		of the conventions of	ethical
	contribute to	music?	musical ideas,	Perform	standard English	leadership and
	understanding the		musicians	natural minor	capitalization,	effective
	context of the music	Why are	analyze,	scales and	punctuation, and	management.
	in prepared or	scales	evaluate, and	arpeggios up	spelling when writing.	
	improvised	important?	refine their	to 2 sharps		CRP10. Plan
	performances.	1	performance	and 2 flats	NJSLSA.L6. Acquire	education and
	1		over time	over 1 or 2	and use accurately a	career paths
	MU:Pr4.3.E.8a		through	octaves with	range of general	aligned to
	Demonstrate		openness to new		academic and domain-	personal goals.
1	2 Jillollollollollollo		spermess to new	1	aradonno una domani	portoriar godis.

Γ	understanding and	ideas,	accurate	specific words and	
	_	·		phrases sufficient for	CRP11. Use
	application of	persistence, and	intonation.	*	
	expressive qualities in	the application	Determine	reading, writing,	technology to
	a varied repertoire of	of appropriate	Determine	speaking, and listening	enhance
	music through	criteria.	most logical	at the college and	productivity.
	prepared and		fingerings for	career readiness level;	CDD14 W
	improvised	The personal	shifting	demonstrate	CRP12. Work
	performances.	evaluation of	passages.	independence in	productively in
		musical work(s)		gathering vocabulary	teams while
	MU:Pr5.3.E.8a	and	Violin/Viola	knowledge when	using cultural
	Develop strategies to	performance(s)	students will	encountering an	global
	address technical	is informed by	shift fluently	unknown term	competence.
	challenges in a varied	analysis,	to 3rd position	important to	
	repertoire of music	interpretation,	from 1st	comprehension or	
	and evaluate their	and established	position on all	expression.	
	success using	criteria.	strings.		
	feedback from			Health & Phys Ed	
	ensemble peers and	Instrumental	Cello students	Integration:	
	other sources to refine	performance is	will shift	2.5 Content Statement -	
	performances.	mental and	fluently to 2nd	Movement skill	
		physical as well	& 4th	performance is	
	MU:Pr6.1.E.8a	as academic,	positions on	primarily impacted by	
	Demonstrate attention	aesthetic and	all strings.	the quality of	
	to technical accuracy	creative.		instruction, practice,	
	and expressive		Bass students	assessment, feedback,	
	qualities in prepared	Music has a	will	and effort.	
	and improvised	structure.	comfortably		
	performances of a		and fluently	2.5.8.A.1 Explain and	
	varied repertoire of	The elements of	utilize the first	demonstrate the	
	music representing	music are	octave on	transition of movement	
	diverse cultures and	combined in	each string.	skills from isolated	
	styles.	unlimited and		settings (i.e., skill	
		various ways to	Demonstrate	practice) into applied	
		express meaning	knowledge of	settings (i.e., games,	
		and emotion.	how to	sports, dance, and	
		and children.	perform	recreational activities).	
		Musicians use	spiccato.	10010utionut uoti vitios).	
		the elements of	spreedio.	2.5.8.A.2 Apply the	
		music to		concepts of force and	
		effectively		motion (weight	
		decode the		transfer, power, speed,	
		uccoue the		transier, power, speed,	

	Г	- I		<u> </u>		1
			process of		agility, range of	
			performing		motion) to impact	
			music.		performance.	
					pariorinanee.	
					2.70.70.4	
					2.5.8.B.3 Analyze	
					individual and team	
					effectiveness in	
					achieving a goal and	
					make recommendations	
					for improvement.	
					Science Integration:	
					5.2 Content Statement -	
					Objects undergo	
					different kinds of	
					motion (translational,	
					rotational, and	
					vibrational).	
					violationary.	
					500	
					5.2 Content Statement -	
					The motion of an object	
					changes only when a	
					net force is applied.	
					not rores is uppriou.	
					T11	
					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.	

			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	Identify	Live and	Literacy Integration:	9.2.8.B.3
Performance	to 15 days	All students will	listening an	over time due to	features of	recorded	NJSLSA.W2. Write	Evaluate
Skills	throughout	synthesize those	important skill	cultural shifts,	music that	performance	informative/explanatory	communication,
	the year.	skills, media,	when playing	events in world	evoke emotion	evaluations	texts to examine and	collaboration,
		methods, and	an instrument	history, and	or feeling.	based on	convey complex ideas	and leadership
		technologies	within an	technological	Examine the	teacher-	and information clearly	skills that can
		appropriate to	ensemble?	advances.	impact of	created	and accurately through	be developed
		creating,			ensemble	rubrics.	the effective selection,	through school,
		performing,	What role do	There are many	texture on		organization, and	home, work,
		and/or presenting	individual and	different reasons	dynamics.	Visual and	analysis of content.	and
		works of art in	ensemble	why music is		aural		extracurricular
		dance, music,	dynamics play	written and	Analyze	observation	NJSLSA.W4. Produce	activities for
		theatre, and visual	in the	performed,	composer's	of correct	clear and coherent	use in a career.
		art.	performance	including	intent and	performance	writing in which the	
			of a piece of	communication,	message within	technique.	development,	9.3.12.AR-
		1.4 Aesthetic	music?	emotional	works based on		organization, and style	PRF.3 Perform
		Responses and		expression,	musical	Self-	are appropriate to task,	a varied
		Critique	In what ways	storytelling and the	elements such	assessment of	purpose, and audience.	repertoire of
		Methodologies:	can string	commemoration of	and dynamics,	ensemble		vocal and/or
		All students will	players tell if	a person or event.	tone,	intonation,	NJSLSA.W6. Use	instrumental
		demonstrate and	they are		articulation,	balance,	technology, including	music
		apply an	playing in tune	Through the study	melody,	blend, and	the Internet, to produce	representing
		understanding of	or out of tune?	of the arts, people	harmony, and	expression,	and publish writing and	diverse styles,
		arts philosophies,	****	learn to make	rhythm.	based on	to interact and	cultures and
		judgment, and	Why is	informed critical	Gain	teacher-	collaborate with others.	historical
		analysis to works of art in dance,	playing with	judgments and		created rubrics	NICI CA CI 1 Duanana	periods.
		music, theatre,	accurate pitch an important	learn to respect one's own	independence in identifying	Tublics	NJSLSA.SL1. Prepare for and participate	CRP1. Act as a
		and visual art.	skill when	expression and	and performing		effectively in a range of	responsible and
		aliu visual art.	playing in an	those of others.	dynamics.		conversations and	contributing
		1.3.8.B.1 Perform	ensemble?	mose of others.	dynamics.		collaborations with	citizen and
		instrumental or	chsemble:	The critical process	Apply		diverse partners,	employee.
		vocal	Why is	of observing,	knowledge of		building on others'	chipioyee.
		compositions	listening an	describing,	melodic and		ideas and expressing	CRP2. Apply
		using complex	important skill	analyzing,	harmonic		their own clearly and	appropriate
		standard and non-	when playing	interpreting, and	function to		persuasively.	арргорише

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

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styles, trends, and	analysis,	specific words and	CDD11 II
movements in	interpretation, and	phrases sufficient for	CRP11. Use
dance, music,	established criteria.	reading, writing,	technology to
theatre, and visual		speaking, and listening	enhance
art within diverse	Instrumental	at the college and	productivity.
cultures and	performance is	career readiness level;	
historical eras.	mental and	demonstrate	CRP12. Work
	physical as well as	independence in	productively in
1.4.8.B.1 Evaluate	academic, aesthetic	gathering vocabulary	teams while
the effectiveness	and creative.	knowledge when	using cultural
of a work of art by		encountering an	global
differentiating	Music has a	unknown term	competence.
between the	structure.	important to	-
artist's technical		comprehension or	
proficiency and	The elements of	expression.	
the work's content	music are	_	
or form.	combined in	Health & Phys Ed	
	unlimited and	Integration:	
MU:Pr4.2.E.8a	various ways to	2.5 Content Statement -	
Demonstrate,	express meaning	Movement skill	
using music	and emotion.	performance is	
reading skills		primarily impacted by	
when appropriate,	Musicians use the	the quality of	
how the setting	elements of music	instruction, practice,	
and formal	to effectively	assessment, feedback,	
characteristics of	decode the process	and effort.	
music works	of performing	and errore.	
contribute to	music.	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	
performances.		settings (i.e., games,	
MU:Pr4.3.E.8a		sports, dance, and	
Demonstrate		recreational activities).	
understanding and		recreational activities).	
		2 5 9 A 2 Apply the	
application of		2.5.8.A.2 Apply the	
expressive		concepts of force and	
qualities in a		motion (weight	
varied repertoire		transfer, power, speed,	

of music through		agility, range of	
prepared and		motion) to impact	
improvised		performance.	
performances.		Perremenee	
performances.		2.5.8.B.3 Analyze	
MU:Pr5.3.E.8a		individual and team	
		effectiveness in	
Develop strategies			
to address		achieving a goal and	
technical		make recommendations	
challenges in a		for improvement	
varied repertoire			
of music and		Technology	
evaluate their		Integration:	
success using		8.1 Educational	
feedback from		Technology: All	
ensemble peers		students will use digital	
and other sources		tools to access, manage,	
to refine		evaluate, and	
performances.		synthesize information	
performances.		in order to solve	
MILDe (1 E 9			
MU:Pr6.1.E.8a		problems individually	
Demonstrate		and collaboratively and	
attention to		to create and	
technical accuracy		communicate	
and expressive		knowledge.	
qualities in			
prepared and		World Language	
improvised		Integration:	
performances of a		7.1.NM.A.2	
varied repertoire		Demonstrate	
of music		comprehension of	
representing		simple, oral and written	
diverse cultures		directions, commands,	
		and requests through	
and styles.			
		appropriate physical	
		response.	

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

	listanin - 1-1-	dogonihin ~	Diamlary a minas	NICI CA CI 4 Descent	immosts of
1.4.8.A.1	listening help	describing,	Display a piece of music on	NJSLSA.SL4. Present	impacts of decisions.
	one become a	analyzing,		information, findings, and	decisions.
Generate	better critic	interpreting, and	overhead	supporting evidence such	CDDC
observational and	and	evaluating leads to	projector. Ask	that listeners can follow	CRP6.
emotional	performer?	informed	students to follow	the line of reasoning and	Demonstrate
responses to	** 1	judgments	along while they	the organization,	creativity and
diverse culturally	How do	regarding the	listen to a	development, and style	innovation.
and historically	musicians	relative merits of	performance of	are appropriate to task,	anno vviii
specific works of	determine	musical works.	that piece and	purpose, and audience.	CRP8. Utilize
dance, music,	what to		identify the		critical thinking
theatre, and	practice?	Every individual	mistakes.	NJSLSA.SL6. Adapt	to make sense
visual art.		contributes to the		speech to a variety of	of problems and
	What criteria	quality of an		contexts and	persevere in
MU:Re7.2.E.8a	would one use	ensemble		communicative tasks,	solving them.
Describe how	to evaluate a	performance.		demonstrating command	
understanding	musical			of formal English when	CRP9. Model
context and the	performance?	Developing		indicated or appropriate.	integrity,
way the elements		musicianship			ethical
of music are		skills requires		NJSLSA.L1. Demonstrate	leadership and
manipulated		constant self-		command of the	effective
inform the		reflection and		conventions of standard	management.
response to music		critique.		English grammar and	
				usage when writing or	CRP10. Plan
MU:Re8.1.E.8a		Technology		speaking.	education and
Identify and		impacts the			career paths
support		creation and		NJSLSA.L2. Demonstrate	aligned to
interpretations of		performance of		command of the	personal goals.
the expressive		music.		conventions of standard	
intent and				English capitalization,	CRP11. Use
meaning of		To express their		punctuation, and spelling	technology to
musical works,		musical ideas,		when writing.	enhance
citing as evidence		musicians analyze,			productivity.
the treatment of		evaluate, and		NJSLSA.L6. Acquire and	
the elements of		refine their		use accurately a range of	CRP12. Work
music, contexts,		performance over		general academic and	productively in
and (when		time through		domain-specific words	teams while
appropriate) the		openness to new		and phrases sufficient for	using cultural
setting of the		ideas, persistence,		reading, writing, speaking,	global
text.		and the application		and listening at the	competence.
		of appropriate		college and career	
		criteria.		readiness level;	

	demonstrate independence
The personal	in gathering vocabulary
evaluation of	knowledge when
musical work(s)	encountering an unknown
and	term important to
performance(s) is	comprehension or
informed by	expression.
analysis,	
interpretation, and	Health & Phys Ed
established	Integration:
criteria.	2.5.8.B.3 Analyze
	individual and team
Instrumental	effectiveness in achieving
performance is	a goal and make
mental and	recommendations for
physical as well as	improvement
academic,	
aesthetic and	Technology Integration:
creative.	8.1 Educational
	Technology: All students
Music has a	will use digital tools to
structure.	access, manage, evaluate,
	and synthesize
The elements of	information in order to
music are	solve problems
combined in	individually and
unlimited and	collaboratively and to
various ways to	create and communicate
express meaning	knowledge.
and emotion.	Knowledge.
und omotion.	World Language
Musicians use the	Integration:
elements of music	7.1.NM.A.2 Demonstrate
to effectively	comprehension of simple,
decode the process	oral and written
of performing	directions, commands,
music.	
music.	and requests through
	appropriate physical
	response.

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None for this course.

2019 HTPS Performing Arts Curriculum Map – Grade 8 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