

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

		<p>arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and</p>	<p>How does articulation add to the character of a piece of music?</p> <p>How do composers manipulate the elements of music in order to evoke emotions from listeners?</p> <p>How do the elements of music work together to provide personal meaning to the performer, composer, audience, etc.?</p> <p>How do composers utilize the elements of music to create a cohesive composition?</p> <p>How does rhythm affect the sound of a piece?</p> <p>How is silence just as important as sound in music?</p> <p>How do dynamics affect the sound of music? Are they as important as other elements of music (pitch, rhythm, etc.)?</p>	<p>How do the elements of music work together to provide personal meaning to the performer, composer, audience, etc.?</p> <p>How do composers utilize the elements of music to create a cohesive composition?</p> <p>How does rhythm affect the sound of a piece?</p> <p>How is silence just as important as sound in music?</p> <p>How do dynamics affect the sound of music? Are they as important as other elements of music (pitch, rhythm, etc.)?</p>	<p>Recognize and perform music in simple duple and triple meters.</p> <p>Recognize and perform music in compound duple meter (6/8 time).</p> <p>Differentiate between different musical tempos using appropriate terminology.</p> <p>Identify key signatures for up to three sharps and three flats.</p> <p>Identify relative minor keys for scales up to two sharps and two flats.</p> <p>Examine new pieces of music for elements of</p>		<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in</p>
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		<p>avant-garde notation.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music,</p>	<p>important as sound in music?</p> <p>How do dynamics affect the sound of music? Are they as important as other elements of music (pitch, rhythm, etc.)?</p>		<p>pitch, meter and rhythm.</p> <p>Evaluate composers use of the elements of music to create unity and variety within a piece.</p>		<p>specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><i>World Language Integration:</i> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>teams while using cultural global competence.</p>
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		<p>theatre, and visual art.</p> <p>MU:Cr1.1.E.8a Compose or improvise ideas for melodies and rhythmic passages based on characteristics of music or texts studied in rehearsal.</p> <p>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.</p> <p>MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>						
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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	21 st Century Life & Career Standards
History and Culture	Equivalent to 3 days throughout the year.	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>	<p>How do cultural implications impact musical organization and sound?</p> <p>How have performance practices evolved through various musical eras?</p> <p>In what ways have technological and sociological advances changed the performance and audience perception of music over time?</p> <p>How do the elements of music differ across time periods and cultures?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Compare and contrast music from different genres and time periods with respect to the elements of music, using music specific terminology. Relate composers to appropriate musical time period</p> <p>Evaluate the impact of historical context on music from various cultures and time periods.</p> <p>Perform exercises and concert literature from varying cultures and time periods.</p> <p>Perform music appropriate for various cultural celebrations.</p>	<p>Student aural and written responses to teacher-directed questions.</p> <p>Listening activity where students will compare and contrast characteristics of what they hear.</p> <p>Written, oral, and/or digital research assignments and class presentations on individual pieces covering historical and cultural contexts.</p> <p>Student - created program notes.</p>	<p>Literacy Integration: NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate</p>

		<p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>How does the exposure to various cultures influence individual, emotional, and kinesthetic responses to music?</p> <p>How does a composer personalize the music he or she writes?</p> <p>How does a composer represent feeling and intention in the written music?</p> <p>How do cultural and historical events impact music making and audience response to music?</p> <p>How does a composer represent historical events when composing?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new</p>	<p>Categorize pieces of music by genre and time period. Evaluate the impact of instrument design on the composition and performance of music from various time periods. Make aesthetic judgements based on personal criteria for determining musical preference.</p>		<p>organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.</p> <p>MU:Re7.2.E.8a Describe how understanding context and the way he elements of music are manipulated inform the response to music.</p>	<p>How do musical elements help to represent or identify music from various cultures and styles?</p> <p>How does the language of music transcend cultures?</p> <p>How does music influence cultural celebrations?</p> <p>What do we need to know about a culture to properly perform its music?</p> <p>How has classical music contributed to music throughout history?</p>	<p>ideas, persistence, and the application of appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the</p>			<p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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				process of performing music.			important to comprehension or expression. <i>Social Studies Integration:</i> 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. 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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							<p>informed decisions as socially and ethically responsible 35 world citizens in the 21st century.</p> <p>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.</p> <p><i>Technology Integration:</i></p> <p>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.</p>	
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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 Performance Skills	Equivalent to 34 days throughout the year.	<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with</p>	<p>How does good technique affect performance quality?</p> <p>How do different bowing styles affect the sound of a piece?</p> <p>How can you hear pitch problems?</p> <p>How does proper posture, bow control, and playing position contribute to creating a characteristic tone?</p> <p>How does repetition increase performance ability?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of</p>	<p>Execute beginning vibrato exercises with a relaxed hand and arm motion.</p> <p>Tune by 5ths or harmonics based on a given A 440Hz reference pitch.</p> <p>Aurally identify mistakes in individual intonation and describe the process needed to fix the mistake.</p> <p>Perform accents, tenuto, marcato.</p> <p>Perform multi-note slurs.</p>	<p>Individual performance assessments using teacher designed rubrics.</p> <p>Visual observation of correct performance technique.</p> <p>Self-assessment of individual performance technique.</p>	<p>Literacy Integration:</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate</p>

		<p>expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>MU:Pr4.2.E.8a Demonstrate, using music reading skills when appropriate, how the setting and formal characteristics of music works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>MU:Pr4.3.E.8a Demonstrate</p>	<p>How does personal practice benefit ensemble performance?</p> <p>Why is sight reading an important skill for musicians to acquire?</p> <p>How does shifting make playing a string instrument easier?</p> <p>Why is shifting an essential skill for a string musician to learn?</p> <p>How does right hand technique help shape the sound of music?</p> <p>Why are scales important?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new</p>	<p>Utilize proper right-hand technique to perform nuanced dynamic levels (<i>pp</i>, <i>mp</i>, <i>ff</i>, <i>sfz</i>, <i>fp</i>)</p> <p>Explain how the relationship between bow weight, amount, speed and placement affects a performance, including tone quality and dynamics.</p> <p>Perform major scales and arpeggios up to 3 sharps and 3 flats over 1 or 2 octaves with accurate intonation.</p> <p>Perform natural minor scales and arpeggios up to 2 sharps and 2 flats over 1 or 2 octaves with</p>		<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-</p>	<p>academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p>		<p>ideas, persistence, and the application of appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the</p>	<p>accurate intonation.</p> <p>Determine most logical fingerings for shifting passages.</p> <p>Violin/Viola students will shift fluently to 3rd position from 1st position on all strings.</p> <p>Cello students will shift fluently to 2nd & 4th positions on all strings.</p> <p>Bass students will comfortably and fluently utilize the first octave on each string.</p> <p>Demonstrate knowledge of how to perform spiccato.</p>		<p>specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><i>Health & Phys Ed Integration:</i> 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed,</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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				process of performing music.			<p>agility, range of motion) to impact performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>Science Integration: 5.2 Content Statement - Objects undergo different kinds of motion (translational, rotational, and vibrational).</p> <p>5.2 Content Statement - The motion of an object changes only when a net force is applied.</p> <p>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.</p>	
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							<i>World Language Integration:</i> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
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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	21 st Century Life & Career Standards
Ensemble Performance Skills	Equivalent to 15 days throughout the year.	<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-</p>	<p>Why is active listening an important skill when playing an instrument within an ensemble?</p> <p>What role do individual and ensemble dynamics play in the performance of a piece of music?</p> <p>In what ways can string players tell if they are playing in tune or out of tune?</p> <p>Why is playing with accurate pitch an important skill when playing in an ensemble?</p> <p>Why is listening an important skill when playing</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and</p>	<p>Identify features of music that evoke emotion or feeling. Examine the impact of ensemble texture on dynamics.</p> <p>Analyze composer's intent and message within works based on musical elements such as dynamics, tone, articulation, melody, harmony, and rhythm.</p> <p>Gain independence in identifying and performing dynamics.</p> <p>Apply knowledge of melodic and harmonic function to</p>	<p>Live and recorded performance evaluations based on teacher-created rubrics.</p> <p>Visual and aural observation of correct performance technique.</p> <p>Self-assessment of ensemble intonation, balance, blend, and expression, based on teacher-created rubrics</p>	<p>Literacy Integration: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate</p>

		<p>standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic</p>	<p>a string instrument?</p> <p>What strategies can string musicians use to correct and improve intonation?</p> <p>What are the responsibilities of musicians in a performance setting?</p>	<p>evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique. Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by</p>	<p>dynamic contrast within the ensemble.</p> <p>Analyze the impact of dynamic contrast on performance quality and effect.</p> <p>Explain how an individual's technical proficiency can affect the group's performance in a negative or positive way.</p> <p>Critique the quality of ensemble balance and blend</p>		<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-</p>	<p>academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		<p>styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>MU:Pr4.2.E.8a Demonstrate, using music reading skills when appropriate, how the setting and formal characteristics of music works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire</p>		<p>analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>		<p>specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><i>Health & Phys Ed Integration:</i></p> <p>2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed,</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>of music through prepared and improvised performances.</p> <p>MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p>				<p>agility, range of motion) to impact performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</p> <p>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.</p> <p>World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
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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	21 st Century Life & Career Standards
Critique and Evaluation	Approx. 10 minutes per class period.	<p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>When is a piece of music prepared enough to be "performance ready"?</p> <p>Why is using the proper vocabulary when critiquing essential to successful progress?</p> <p>How does critique affect the development of an ensemble as it pertains to the individuals who make up the ensemble?</p> <p>What is the importance of self-evaluation as it pertains to a performance?</p> <p>How will active</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one's own expression and those of others.</p> <p>The critical process of observing,</p>	<p>Brainstorm criteria for critiquing a performance using music specific terminology.</p> <p>Support judgements about musical performances using music specific criteria.</p> <p>Identify strengths and weaknesses in individual and ensemble performances using music-specific criteria.</p> <p>Create short term goals for individual and ensemble improvement based on self-assessment of strengths and weaknesses.</p> <p>Suggested activity:</p>	<p>Critiqued essays about individual and ensemble performances based on teacher and student generated criteria.</p> <p>Students will respond to teacher-directed questions as part of in-class and online discussions.</p>	<p>Literacy Integration: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic</p>

		<p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music</p> <p>MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.</p>	<p>listening help one become a better critic and performer?</p> <p>How do musicians determine what to practice?</p> <p>What criteria would one use to evaluate a musical performance?</p>	<p>describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p>	<p>Display a piece of music on overhead projector. Ask students to follow along while they listen to a performance of that piece and identify the mistakes.</p>		<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;</p>	<p>impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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				<p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>		<p>demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><i>Health & Phys Ed Integration:</i> 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</p> <p><i>Technology Integration:</i> 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.</p> <p><i>World Language Integration:</i> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
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Brungard, Kathleen, Michael Alexander, Gerald Anderson, and Sandra Dackow. Orchestra Expressions. 2. Miami: Warner Bros. Publications, 2004. Print

Gazda, Doris. High Tech for Strings. New York: Carl Fischer, 2000. Print

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WEBLIOGRAPHY

None for this course.

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