

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH TOWNSHIP MIDDLE SCHOOL

MUSIC CURRICULUM

GRADES 7 & 8 SYMPHONIC BAND

AUGUST 2019

Grades 7 & 8 Symphonic Band Course Overview

This full year elective performance class for students in Grade 7 and 8 is a continuation of the district-wide band program which begins in 5th grade. Symphonic Band meets twice per week for approximately 50 minutes each rehearsal for a total of 100 minutes ensemble time. In addition, there is a pull-out, rotating lesson period for approximately 40 minutes once per week. These class times and lesson times provide approximately 140 minutes of total 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. To better serve all Hillsborough Middle School band students, ensemble placement is based upon performance level, not grade level and there can be fluidity (*i.e. changes*) to placement if needed. This allows for improved flexibility and personalized, differentiated instruction. Additionally, students are placed into the performance group that will best support individual growth, musical development, and achievement after an informal ensemble fall placement screening. All ensembles provide the appropriate developmental musical progression from the ARIS 6th Grade Band experience.

The New Jersey Core Curriculum Content Standards are addressed through the performance of band 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 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 – Grades 7 & 8 Symphonic Band

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	40 minutes per week. <i>Pull out group lessons rotating through school day.</i> <i>Students will be placed in homogenous groups from the same performing ensemble.</i>	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. 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. 1.1.8.B.2 - Compare and contrast the use of structural forms and the	How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? When is creative work ready to share? How does understanding the structure and context of musical works inform performance? How do performers select repertoire? How do performers	The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication	Experience, study, and perform concert literature from varying cultures, genres, and time periods ranging from grade 1.5 to grade 2.5 level of rigor. Demonstrate the ability to confidently perform in the key signatures of concert Bb, Eb, F, C, Ab, and the corresponding scales including the chromatic scale. Recognize and apply performance knowledge of basic enharmonic pairings and accidentals within concert Bb, Eb, F, C, and Ab. Apply individual performance rubric terminology to advance personal skills in class and in-home practice	Student responses to teacher-directed questions as part of an online or in-class discussion regarding live or recorded performances. Critical writing assignments using Google forms and Google classroom about individual performances and ensemble performances based upon collaborative teacher-generated criteria. Teacher/student collaborative evaluation of in class and concert performances. Participation in class discussions and interactive activities.	Technology Integration: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem. Recognize appropriate use and benefits of computers to communicate and learn Analyze and interpret information. Transfer computer skills learned from one	9.1.8.A.1 – Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 - Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.3 - Model leadership skills during classroom and extracurricular activities. 9.1.8.D.1 - Employ appropriate conflict resolution strategies.

		<p>manipulation of the elements of music in diverse styles and genres of musical compositions.</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>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas,</p>	<p>interpret musical works? How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s) ?</p> <p>How do musicians make meaningful</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</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>(tonal accuracy, rhythmic accuracy, technique, articulation, tone quality, intonation, style/expression).</p> <p>Perform with a focused sound that is projected while being controlled. Sound contains a precise attack, middle body of sound, and proper release.</p> <p>Continue to develop and maintain instrument specific embouchure.</p> <p>Perform consistently with correct posture alignment & diaphragmatic breathing/breath support.</p> <p>Demonstrate ability to perform with accurate intonation by adjusting instrument in applied settings.</p> <p>Understand the importance of instrument</p>		<p>activity to another</p> <p>Social Studies: 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>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.</p> <p>Learn about and respect other cultures within</p>	<p>9.1.8.D.3 - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 - Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding .</p> <p>9.2.8.A.1 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.3.8.B.3 - Evaluate personal abilities, interests, and motivations and discuss how they</p>
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		<p>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 Aesthetic Responses & 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.A.1 - Generate observational and emotional responses to diverse culturally and</p>	<p>connections to creating, performing, and responding?</p> <p>How do listening skills improve instrumental performance?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How can listening to a professionally trained artist improve an individual's sound concept and improve upon personal performance?</p> <p>How do individuals choose music to experience?</p> <p>How do the other arts, other disciplines, contexts, and daily life</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response</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>maintenance as it relates to being able to successfully tune the instrument.</p> <p>Develop a basic understanding of the notes that are inherently out of tune on the instrument.</p> <p>Become aware of instrument specific concert pitch.</p> <p>Actively use tuner in lessons and ensemble to refine intonation and to learn about intonation tendencies.</p> <p>Interpret the meaning/style/expr expression of literature by applying dynamic and articulation contrasts to the performance.</p> <p>Apply basic articulation styles to music performance: plain note, accented notes, slurred notes, tenuto, staccato,</p>		<p>the classroom and community.</p> <p>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.</p> <p>Literacy Integration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Engage effectively in a</p>	<p>might influence job and career selection.</p> <p>9.3.8.B.8 - Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally,</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 impacts of decisions.</p>
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		historically specific works of dance, music, theater, and visual art	inform creating, performing, and responding to music?	Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.	marcato, and sforzando.		range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	CRP6. Demonstrate creativity and innovation.
		1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	What are the elements of a good performance?	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	Develop an increased ability to numerically count and subdivide rhythms within the time signatures of 2/4, 4/4, and 3/4 time.		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
		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.	What is the importance of self-evaluation as it pertains to performance?	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	Use a metronome to improve and develop ability to vertically align rhythms within specific tempi.		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	CRP9. Model integrity, ethical leadership and effective management.
		1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	How does critique affect the development of an ensemble as it pertains to the individuals who make up the ensemble?	Through their use of elements and structures of music, creators and performers provide clues to	Demonstrate improved hand position for fluent technique.		Use knowledge of language and its conventions when writing,	CRP10. Plan education and career paths aligned to personal goals.
		1.4.8.A.5 - Interpret	How does music reflect a specific culture and/or period of history?		Identify and perform a range of dynamics including piano, mezzo piano, mezzo forte, forte, crescendo, and decrescendo, and fortet piano within musical phrases.			CRP11. Use technology to enhance productivity.
			How do varieties in		Continue to strengthen the ability to read notes on the grand staff for improved tonal accuracy.			CRP12. Work productively in teams while using cultural global competence.

		<p>symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</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.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>dynamics relate to style?</p> <p>How do different time signatures change the sound and performance of music?</p>	<p>their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p>	<p>Use singing as a tool to internalize pitch centers and to improve understanding and performance of intervals.</p> <p>Sing with and without accompaniment, echo sing, sing alone and in groups.</p> <p>Continue to use fingering/slide position chart to assist with accurate note performance.</p> <p>Refine development of performing with correct partials (brass)</p> <p>Percussion students will refine basic stick/mallet grip, stick height and proper beating spot on the snare drum, bass drum, timpani, mallet instruments, and accessory instruments.</p> <p>Percussion students will learn how to</p>		<p>speaking, reading, or listening.</p> <p>Demonstrate an understanding of figurative language, word relationships, and nuances in word phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	
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		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>properly tune timpani within the keys of concert Bb, Eb, F, C, and Ab.</p> <p>Percussion students will build upon performance knowledge of snare drum rudiments and rolls with increased accuracy and tempo.</p> <p>Apply acquired technology knowledge by creating video/audio recordings that align with individually created performance goals, the HMS Band Rubrics, and in class weekly performance assignments in google classroom.</p> <p>Listen to recordings of professional artists (artists of various gender, culture, and genre) to further develop a sense of characteristic sound production, interpretation and style.</p>		<p>task, purpose, and audience.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.</p> <p>World Language Integration: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate</p>	
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					<p>Develop personal discipline by striving to create a home practice routine that consists of 5 days per week with a focus upon quality of practice, not quantity as defined by minutes.</p> <p>Apply rehearsal etiquette behaviors to small group lesson setting.</p> <p>Participate in the creation of the band community by attending one lunch study practice per week to work individually or to musically collaborate with classmates.</p> <p>Select one piece of literature to be performed in each concert (winter and spring) via google form. Opinions need to be justified by using proper musical terminology.</p> <p>Develop long term and short-term</p>		<p>classroom and cultural activities.</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	
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					individual performance goals each marking period designed to motivate and build skills.			
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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
Ensemble Performance Skills	100 minutes per week. <i>Period 0 rehearsal twice per week.</i> 50 minutes per rehearsal.	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. 1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 - Perform	How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? When is creative work ready to share? How does understanding the structure and context of musical works inform performance? How do performers select repertoire? How do performers	The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication. Performers' interest in and	Experience, study, and perform concert literature from varying cultures, genres, and time periods ranging from grade 1.5 to grade 2.5 level of rigor. Increase endurance through performance of extended musical works with an increase in literature length. Demonstrate the ability to confidently perform in the key signatures of concert Bb, Eb, F, C, Ab, and the corresponding scales Recognize and apply performance knowledge of basic enharmonic pairings within concert Bb, Eb, F, C, Ab. Demonstrate proper rehearsal etiquette and appropriate class participation.	Class discussion in which students are able to explore the elements of music guided by essential questions. Director and student observation of correct performance technique during rehearsals. Teacher directed class discussions and interactive activities which utilize designated student leadership. Analyze rehearsal recordings collaboratively to create new performance goals. Student self-assessment of individual ensemble intonation, balance, blend and expression.	Health & Phys Ed Integration: Analyze strategies to enhance character development in individual, group, and team activities. 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). Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. Detect, analyze, and correct errors	9.1.8.A.1 – Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.C.1 - Determine an individual's responsibility for personal actions and contributions to group activities. 9.1.8.C.3 - Model leadership skills during classroom and extracurricular activities. 9.1.8.D.1 - Employ appropriate conflict resolution strategies.

		<p>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>1.3.8.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>interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p> <p>How do musicians make meaningful</p>	<p>knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</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>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and</p>	<p>Understand rehearsal structure and weekly routines necessary for a productive, structured learning environment.</p> <p>Apply ensemble performance rubric terminology to advance ensemble skills in class and in rehearsals: (tone quality, intonation, technique, articulation, tonal and rhythmic accuracy, balance and blend, interpretation and style, tempo).</p> <p>Warm-up individually by using scales, long tones, slurs, etc. at a mezzo forte dynamic to properly prepare for ensemble rehearsal.</p> <p>Perform an ensemble warm-up that utilizes listening, engages breath support, proper posture, and tone production.</p>	<p>Teacher and student collaborative observation of correct performance techniques and successful execution of performance criteria on the ensemble rubric at concert and festival performances.</p> <p>Student completion of online stage and audience etiquette video assignments in preparation for the winter and spring summative concert performance assessments.</p> <p>Student and director collaborative observation of ability to play literature using principles emphasized, maintaining sound musical standards of performances, showing sensitivity in performance and in rehearsals, actively following a conductor in</p>	<p>and apply to refine movement skills.</p> <p>Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p> <p>Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.</p> <p>Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.</p>	<p>9.1.8.D.3 - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 - Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p> <p>9.2.8.A.1 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.3.8.B.3 - Evaluate personal abilities, interests, and motivations and discuss how they</p>
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			<p>connections to creating, performing, and responding?</p> <p>How does the ability to read and interpret music impact musical fluency?</p> <p>How does good technique affect performance quality?</p> <p>How does personal practice benefit ensemble performance?</p> <p>How does my individual behavior as a performer and/or an audience member affect the musical performance?</p> <p>Why is playing with accurate pitch an important skill when playing in an ensemble?</p>	<p>informs performance.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response</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>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence</p>	<p>Use the balance pyramid as a guide to develop a warm, dark ensemble sound in which each part can be heard in a balanced relationship to all parts.</p> <p>Activate listening skills to achieve an appropriate balance between sections/instruments throughout dynamics changes and ranges where the melody is clearly and easily heard. Harmony and accompaniment are accurate and proportioned to the melody with an understanding of compositional importance.</p> <p>Listen carefully to create an ensemble tone quality that is uniform, consistent, and well controlled throughout the piece and dynamic changes.</p> <p>Demonstrate appropriate expressive qualities</p>	<p>rehearsals and performances, mastery of technical skill development, adjudication of chosen festivals and performances.</p> <p>Performance in music festivals outside of Hillsborough for professional adjudication and performance feedback.</p>	<p>Literacy Integration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>	<p>might influence job and career selection.</p> <p>9.3.8.B.4 - Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.</p> <p>9.3.8.B.8 - Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally,</p>
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			<p>Why is it important to understand the expectations of being a member of an ensemble?</p> <p>Why is it important to have structure within a rehearsal for ensembles to achieve success?</p> <p>How does my individual behavior as a performer and/or an audience member affect the musical performance?</p> <p>Can accomplishing new skills through repetition increase performance ability?</p> <p>Why is it important to interpret the written elements of</p>	<p>audience response.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation,</p>	<p>representative of stylistic/composer intent.</p> <p>Perform with precise attacks, proper releases, and observe various articulation markings necessary to create the character and tell the story of performance literature.</p> <p>Perform consistently with correct posture alignment & diaphragmatic breathing/breath support.</p> <p>Demonstrate ability to perform with accurate intonation by adjusting instrument in applied settings. Listen, blend and balance individual intonation into ensemble intonation with awareness and sensitivity.</p> <p>Actively use tuner in ensemble rehearsals to refine intonation and to learn about intonation tendencies.</p>		<p>spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</p>	
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			<p>music when performing a piece for the first time?</p> <p>How do listening skills improve instrumental performance within the ensemble setting?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How can listening to a professional ensemble improve an individual's understanding of ensemble performance techniques?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and</p>	<p>and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>	<p>Interpret the meaning/style/expression of literature by applying dynamic and articulation contrasts to the performance.</p> <p>Develop ensemble sight-reading skills by performing sight reading exercises each marking period.</p> <p>Create a recording of sight-reading efforts for a later concert performance comparison of the same piece of literature to measure growth or for instant feedback during class discussion/analysis.</p> <p>Play, count and sing, using numbers: whole, half, quarter, eighth in pairs, single eighths, dotted half notes, dotted quarter and eighth notes, sixteenth note combinations/ variations, triplets and corresponding rests.to strengthen</p>		<p>vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Science Integration: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>A simple wave has a repeating pattern with a specific wavelength,</p>	
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			responding to music?		<p>sense of rhythm within a given tempo.</p> <p>Demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, and time signatures including 4/4, 3/4, 2/4.</p> <p>Apply acquired technology knowledge by creating video/audio recordings that align with individually created performance goals, the HMS Band Rubrics, and in class weekly performance assignments in google classroom.</p> <p>Perform music containing Da Capo, Dal Segno, Coda and Fine.</p> <p>Recognize and respond to conducting patterns in 4/4, 3/4, 2/4, rallentando and accelerando by utilizing peripheral field of vision.</p>		<p>frequency, and amplitude</p> <p>A sound wave needs a medium through which it is transmitted.</p> <p>A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.</p> <p>Cause and effect relationships are routinely identified.</p> <p>Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.</p> <p>World Language Integration: Demonstrate comprehension of brief oral and written messages</p>	
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					<p>Recognize, identify, and perform a range of dynamics: piano, mezzo piano, mezzo forte, forte, forte piano, crescendo, and decrescendo as indicated by the music and the conductor's expressive interpretation.</p> <p>Participate in the creation of the band community by attending one lunch study practice per week to work individually or to musically collaborate with classmates.</p> <p>Demonstrate the ability to rotate through pitched/non-pitched percussion instruments: traps, battery, mallets.</p> <p>Incorporate ensemble literature into weekly personal practice.</p> <p>Select one piece of literature to be performed in each concert via google form. Opinions need</p>		<p>using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Mathematics Integration: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts;</p>	
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					to be justified by using proper terminology.		<p>understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.</p> <p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p>Recognize and represent proportional relationships between quantities.</p> <p>Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them.</p>	
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							<p>Technology Integration: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>Recognize appropriate use and benefits of computers to communicate and learn.</p> <p>Analyze and interpret information.</p> <p>Transfer computer skills learned from one activity to another</p> <p>Social Studies:</p>	
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							<p>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>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.</p> <p>Learn about and respect other cultures within the classroom and community.</p>	
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2019 HTPS Performing Arts Curriculum Map – Grades 7 & 8 Symphonic Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History of the Arts and Culture	Embedded in the Individual and Ensemble Performance Skill Units	<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>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>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>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p> <p>Performers' interest in and knowledge of</p>	<p>Select and research one composition in preparation for each concert performance.</p> <p>Using a rubric as a guide, students will write three short paragraphs using grade level appropriate grammar, sentence structure and punctuation.</p> <p>Focus upon the following content: composer background/biography, origin/history of the composition, and what specific elements the audience should be listening for within the composition for enhanced appreciation/understanding.</p> <p>Perform exercises and concert literature from varying cultures and time periods.</p>	<p>Written program note essay using teacher designed rubric.</p> <p>Written and aural evaluations of live and recorded performances.</p> <p>Class discussions and interactive activities in which students are able to explore the historical relevance of musical literature.</p>	<p>Social Studies: 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>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.</p> <p>Learn about and respect other</p>	<p>9.1.8.A.1 – Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 - Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.3 - Model leadership skills during classroom and extracurricular activities.</p> <p>9.1.8.D.1 - Employ appropriate conflict resolution strategies.</p> <p>9.1.8.D.3 - Use effective</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 Aesthetic Responses & 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.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art.</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used</p>	<p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musical elements help to represent or identify music from various cultures and styles?</p> <p>What tools do composers use to communicate to the audience?</p> <p>How do different time signatures change the sound and performance of music?</p>	<p>musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</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>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p>	<p>Compare and contrast music from different genres and time periods.</p> <p>Relate composers to appropriate musical time period.</p> <p>Locate origins of individual pieces of music on an interactive map.</p> <p>Listen to and analyze professional performances of music from varying cultures.</p> <p>Participate in classroom discussions focused on the historical relevance of music in various cultures.</p>		<p>cultures within the classroom and community.</p> <p>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.</p> <p>Literacy Integration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 - Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p> <p>9.2.8.A.1 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.3.8.B.3 - Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p>
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		<p>for utilitarian and non-utilitarian purposes.</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.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not</p>	<p>Why do composers choose specific forms to create structure in music?</p> <p>How does music reflect a specific culture and/or period of history?</p> <p>How does the language of music transcend cultures?</p> <p>What do we need to know about a culture to properly perform its music?</p> <p>In what ways has technology affected music composition and performance?</p> <p>How does music influence cultural celebrations?</p>	<p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</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>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences,</p>		<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use knowledge of language and its conventions</p>	<p>9.3.8.B.8 - Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally,</p> <p>CRP7. Employ valid and reliable research strategies.</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 impacts of decisions.</p> <p>CRP6. Demonstrate</p>
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		<p>use conventional elements of style to express new ideas.</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.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>understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>			<p>when writing, speaking, reading, or listening.</p> <p>Demonstrate an understanding of figurative language, word relationships, and nuances in word phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p>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>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>		<p>task, purpose, and audience.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.</p> <p>World Language Integration: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate</p>	
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							classroom and cultural activities. Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
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2019 HTPS Performing Arts Curriculum Map – Grades 7 & 8 Symphonic Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Aesthetic Responses & Critique Methodologies	Embedded in the Individual and Ensemble Performance Skill Units	<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>1.1.8.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</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers select repertoire?</p> <p>How do performers interpret musical works?</p>	<p>The creative ideas, concepts, and feelings that influence musicians' work emerges from a variety of sources.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians' presentation of creative work is the culmination of a process of creation and communication.</p>	<p>Identify and analyze the application of the elements of music musical works from different historical eras within listening examples.</p> <p>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>Acquire a working knowledge of the elements of music to describe what is heard within a musical composition using proper domain</p>	<p>Student responses to teacher-directed questions as part of an online or in-class discussion regarding live or recorded performances.</p> <p>Critical writing assignments about individual performances and ensemble performances based upon collaborative teacher-generated criteria. Using google forms and google classroom.</p> <p>Teacher/student collaborative evaluation of in class and concert performances.</p>	<p>Technology Integration: Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p> <p>Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p>Recognize appropriate use and benefits of computers to communicate and learn.</p> <p>Analyze and interpret information.</p> <p>Transfer computer skills learned from one</p>	<p>9.1.8.A.1 – Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 - Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.C.3 - Model leadership skills during classroom and extracurricular activities.</p> <p>9.1.8.D.1 - Employ appropriate conflict resolution strategies.</p> <p>9.1.8.D.3 - Use effective</p>

		<p>styles and genres of musical compositions.</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>1.2.8.A.1 - Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>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,</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>How do we discern the musical creators' and performers' expressive intent?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do listening skills improve</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</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>specific vocabulary.</p> <p>Actively listen with an awareness of what to listen for within a composition enhances the concert experience.</p> <p>Respond to teacher-directed questions as part of an online discussion regarding concert performances.</p> <p>Critique personal and ensemble aspects of all performances.</p> <p>Demonstrate the ability to critically listen and assess ensemble performances.</p> <p>Aurally identify pitch mistakes in</p>	<p>Participation in class discussions and interactive activities.</p>	<p>activity to another</p> <p>Social Studies: 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>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.</p> <p>Learn about and respect other cultures within</p>	<p>communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.D.4 - Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.</p> <p>9.2.8.A.1 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.3.8.B.3 - Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p>
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		<p>and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4 Aesthetic Responses & 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.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater, and visual art</p> <p>1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>	<p>instrumental performance?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How can listening to a professionally trained artist improve an individual's sound concept and improve upon personal performance?</p> <p>How do individuals choose music to experience?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>What are the elements of a good performance?</p>	<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response</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>recorded music performances.</p> <p>Model constructive criticism when making judgments about music.</p> <p>Evaluate concert performances based upon the elements of music.</p> <p>Justify opinions of performances using appropriate music terminology.</p> <p>Describe the basic elements of a good performance.</p> <p>Self-evaluate individual performance within the ensemble.</p> <p>Actively search for professional recordings in the style/genre</p>		<p>the classroom and community.</p> <p>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.</p> <p>Literacy Integration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Engage effectively in a</p>	<p>9.3.8.B.8 - Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally,</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 impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking</p>
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		<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.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.6 - Differentiate between “traditional” works of art and those that do not use conventional elements of style</p>	<p>Why are critics an essential part of the music industry?</p> <p>What is the importance of self-evaluation as it pertains to performance?</p> <p>How does critique affect the development of an ensemble as it pertains to the individuals who make up the ensemble?</p> <p>How does music reflect a specific culture and/or period of history?</p> <p>How do varieties in dynamics relate to style?</p> <p>How do different time signatures change the sound and performance of music?</p>	<p>Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to</p>	<p>that is most individually interesting.</p> <p>Complete critical writing assignments about individual and group performances based on teacher-generated criteria.</p> <p>Using appropriate music terminology, produce a clear, coherent written statement to justify an opinion about a piece of concert literature.</p>		<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Use knowledge of language and its conventions when writing, speaking,</p>	<p>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>to express new ideas.</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.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>their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>			<p>reading, or listening.</p> <p>Demonstrate an understanding of figurative language, word relationships, and nuances in word phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
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							<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated appropriate.</p> <p>World Language Integration: Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p>	
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							Identify familiar people, places, and objects based on simple oral and/or written descriptions.	
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- HMS BAND LIBRARY of concert band literature of varying genres and time periods ranging from difficulty level .5 through 3.5. Furnished upon administrative request.

WEBLIOGRAPHY

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Vic Firth - 40 Essential Rudiments <http://vicfirth.com/40-essential-rudiments/>

Vic Firth - Percussion 101 <http://vicfirth.com/percussion-101/>

Essential Elements Interactive <https://www.essentialelementsinteractive.com/>

The Rhythm Randomizer <http://www.rhythmrandomizer.com/>

Music Tech Teachercom http://www.musictechteacher.com/music_quizzes/music_quizzes.htm

“J. W. Pepper.” <www.jwpepper.com/; www.jwpepper.com/catalog/servicemenu.jsp

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“Speed Note Reading Tutor - free” 2004 <http://www.vicfirth.com/education/keyboard/speednotereading.html>

Productivity Tools:

Ed Puzzle - Audience etiquette video

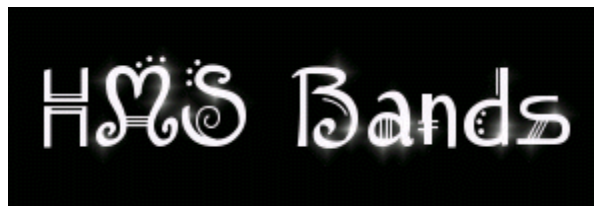
Powtoons - Stage etiquette video

Google Classroom - individual performance videos, online discussions, written assessments, etc.

YouTube Performance Artist and Professional Ensemble Videos for Critique

ASSOCIATED JOBS LIST BY UNIT

<p style="text-align: center;">Unit 1 Individual Performance Skills</p>	Professional Musician Band/Orchestra Conductor Music Manager Recording Engineer YouTube channel creator Music Composer Music Critic Music Producer Disc Jockey Music Educator Music Arranger Instrument Repair Technician Music Health Recording Session Musician
<p style="text-align: center;">Unit 2 Ensemble Performance Skills</p>	Professional Musician Band/Orchestra Conductor Music Manager / Program Director Recording Engineer YouTube channel creator Music Composer Music Critic Marching Band Drill Designer American Federation of Musicians Union Negotiator Music Educator Booking Agent Road Manager Music Arranger Broadcast Engineering Public Relations, Advertising, or Music Communications Music Attorney Bio acoustician
<p style="text-align: center;">Unit 3 History or Arts & Culture Units</p>	Music Website Designer Program Note Writer Music Biographer Musicologist Music Librarian Music Educator Video Game Sound Designer Music Blog Writer Public Relations and Advertising Music Journalism
<p style="text-align: center;">Unit 4 Aesthetic Responses & Critique Methodologies Units</p>	Music Therapist Festival Adjudicator Radio Disc Jockey Video Game Sound Designer Music Blog Writer Music Journalism Film/TV Music Supervisor Methodology



“Great Fun, Great Friends, Great Music!”



Common Assessment Documents

- Timeline
- Task Descriptions
- Standards addressed and attached to Genesis
- Rubrics
- Curriculum Alignments
- Interdisciplinary Connections
- National Core Arts Standards
- New Jersey Core Curriculum Content Standards
- Essential Questions

Revised 9/2019



COMMON ASSESSMENT TIMELINE



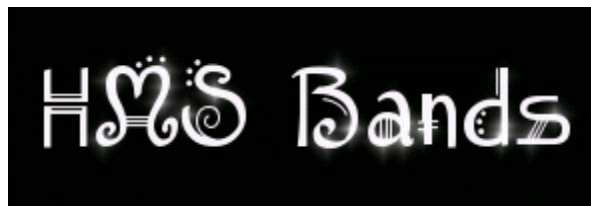
1st half of year

<p>Written Assessment: Labeled in Genesis: 1.2 PN</p> <p>Grades available in Genesis: December</p>	<p>Program Notes for Concert #1 Assigned: October Due: November</p> <p>Standard 1.2 - HISTORY OF THE ARTS AND CULTURE</p>
<p>Individual Performance Assessment: Labeled in Genesis: 1.3 IP</p> <p>Grades available in Genesis: December</p>	<p>Students will individually perform 8 measures of a concert selection in small group lessons. Due: 2 weeks prior to December Performance</p> <p>Standard 1.3 - PERFORMANCE</p>
<p>Ensemble Performance Assessment: Labeled in Genesis: 1.3 EP</p> <p>Grades available in Genesis: January</p>	<p>Students will perform an ensemble concert. Concert Date: December</p> <p>Standard 1.3 - PERFORMANCE</p>
<p>Critical Listening Assignment: Labeled in Genesis: 1.1 CL</p> <p>Grades available in Genesis: January</p>	<p>Students will identify and analyze the elements of music within band compositions. Due at dress rehearsal: December</p> <p>Standard 1.1 - THE CREATIVE PROCESS</p>
<p>Concert Critique: Labeled in Genesis: 1.4 CC</p> <p>Grades available in Genesis: January</p>	<p>Students will demonstrate the ability to justify performance opinions using appropriate music terminology. Assigned: January Due: January</p> <p>Standard 1.4 - AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES</p>



2nd half of year

<p>Written Assessment: Labeled in Genesis: 1.2 PN2</p> <p>Grades available in Genesis: April</p>	<p>Program Notes for Concert #2 Assigned: March Due: April</p> <p>Standard 1.2 - HISTORY OF THE ARTS AND CULTURE.</p>
<p>Individual Performance Assessment: Labeled in Genesis: 1.3 IP2</p> <p>Grades available in Genesis: May</p>	<p>Students will individually perform sections of concert literature in small group lessons. Due: April</p> <p>Standard 1.3 - PERFORMANCE</p>
<p>Ensemble Performance Assessment: Labeled in Genesis: 1.3 EP2</p> <p>Grades available in Genesis: May</p>	<p>Students will perform an ensemble concert. Concert Date: May</p> <p>Standard 1.3 - PERFORMANCE</p>
<p>Critical Listening Assignment: Labeled in Genesis: 1.1 CL2</p> <p>Grades available in Genesis: May</p>	<p>Students will identify and analyze the elements of music within band compositions. Due at dress rehearsal: May</p> <p>Standard 1.1 - THE CREATIVE PROCESS</p>
<p>Concert Critique: Labeled in Genesis: 1.4 CC2</p> <p>Grades available in Genesis: June</p>	<p>Students will demonstrate the ability to justify performance opinions using appropriate music terminology. Assigned: May 2 Due: May</p> <p>Standard 1.4 - AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES</p>



HMS MUSIC - Instrumental Music 1.1 Critical Listening

Google Classroom Listening Assignment

December and May

NJCCCS 1.1 The Creative Process

Instructional Objectives/Learning Targets:

Students will:

1. Identify and analyze the application of the elements of music musical works from different historical eras within listening examples
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.

Students will know that:

1. Knowledge of the Elements of Music provides a musician with the proper vocabulary to describe what is heard within a musical composition.
2. Active listening and knowing *what* to listen for within a composition enhances the concert experience.
- 3.

Critical Listening Rubric

Assignment Timeline:

Assignment will be shared with students via google form in google classroom the morning of December and May concert dress rehearsals at Hillsborough High School. Students will be required to complete listening questions while listening to their peers perform during the dress rehearsal. This assignment is due by the conclusion of the dress rehearsals.

Grades will be determined by evaluating work using a comprehensive, teacher designed rubric which aligns to the Creative Process Rubric.

Curriculum Alignment, Integrations, Essential Questions, Career Ready Practice Standards, NJCCCS, and NCAS are listed under the “**Aesthetic Responses & Critique Methodologies Units**” in the 2019 revised curriculum map for grades 7 and 8 Bands:

HMS Concert Band

HMS Symphonic Band

HMS Wind Ensemble



HMS MUSIC - Instrumental Music 1.2 Program Notes

December and May Concert Performances
NJCCCS 1.2 - The History of Arts and Culture

Instructional Objectives:

1. Students will select and research one composition in preparation for each concert performance.
2. Using a rubric as a guide, students will write three short paragraphs using grade level appropriate grammar, sentence structure and punctuation.
3. Students will focus upon the following content: composer background/biography, origin/history of the composition, and what specific elements the audience should be listen for within the composition for enhanced appreciation.

Assignment Directions

Program Note Rubric

Assignment Timeline:

Assignment and rubric will be shared with students in class and will be posted in Google classroom. Students will be given an extended timeline to complete in order to demonstrate skill mastery of NJCCCS 1.2 - History of the Arts and Culture.

Curriculum Alignment, Integrations, Essential Questions, Career Ready Practice Standards, NJCCCS, and NCAS are listed under the “**History of the Arts and Culture Units**” in the 2019 revised curriculum map for grades 7 and 8 Bands:

HMS Concert Band

HMS Symphonic Band

HMS Wind Ensemble



HMS MUSIC - Instrumental Music 1.3 Individual Performance December and May

Concert Literature NJCCCS - 1.3 - Performance

This assessment contains differentiated instruction that appropriately challenges the range of talent and ability of all learners in the HMS band classes. Expert Level Wind Ensemble Members will be assessed upon an excerpt of grade 2-3.5 concert band literature, On-Level Symphonic Band Members will be assessed upon an excerpt of grade 1-2.5 concert band literature, and the Novice/Intermediate Level Concert Band will be assessed upon an excerpt of grade 1 to 1.5 concert band literature.

This assessment of instrumental performance knowledge, confidence, and capability requires each student to perform eight measures of music from the upcoming concert performance literature. This material contains appropriately challenging rhythms, notes, dynamics, and articulations. Students will also be assessed on tone quality, intonation, style, and expression using a comprehensive teacher designed rubric which aligns to the performance criteria of HHS bands.

HMS Wind Rubric

HMS Percussion Rubric

Instructional Objectives:

Wind students will:

1. Perform concert literature from varying cultures and time periods.
2. Demonstrate proper sound production, breath support, correct partials, and pitch accuracy.
3. Demonstrate and maintain sustained, supported breath and tone throughout a musical phrase.
4. Recognize, identify, and perform contrasting articulations.
5. Demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, and time signatures.
6. Recognize, identify, and perform a range of dynamics: piano, mezzo piano, mezzoforte, forte, crescendo, and decrescendo within musical examples.

Additionally, percussion students will:

1. Demonstrate correct grip and stick/mallet height.
2. Perform accessory instruments with appropriate technique (including timpani tuning).

Timeline:

Individual performance assessment will be administered during small group lessons. Grades will be labeled 1.3 IP and become immediately available in Genesis with the rubric in order for students and parents to view areas of performance strength and weakness (*students who are absent will be given assessment the following week*).

Curriculum Alignment, Integrations, Essential Questions, Career Ready Practice Standards, NJCCCS, and NCAS are listed under the **“Individual Performance Skills”** in the 2019 revised curriculum map for grades 7 and 8 Bands:

HMS Concert Band

HMS Symphonic Band

HMS Wind Ensemble





HMS MUSIC - Instrumental Music 1.3 Ensemble Performance

December and May

Concert Performances

NJCCCS - 1.3 - Performance

This assessment contains differentiated instruction that appropriately challenges the range of talent and ability of all learners in the HMS performing ensembles. Expert Level Wind Ensemble Members will be assessed upon a complete concert performance of 2-3.5 concert band literature, On-Level Symphonic Band Members will be assessed upon a complete concert performance of 1-2.5 concert band literature, and the Novice/Intermediate Level Concert Band will be assessed upon a complete concert performance of 1 to 2.5 concert band literature.

Literature performed in May will contain more rigorous musical content/elements than the December concert. May concert literature will be selected after collaborative data analysis of prior performance strengths/weaknesses by band directors.

HMS Ensemble Rubric

Instructional Objectives:

Wind students will:

1. Perform concert literature from varying cultures and time periods.
2. Demonstrate proper sound production, breath support, correct partials, and pitch accuracy.
3. Demonstrate and maintain sustained, supported breath and tone throughout a musical phrase.
4. Recognize, identify, and perform contrasting articulations.
5. Demonstrate knowledge of numeric counting, subdivision, syncopation, beat vs. rhythm, and time signatures.
6. Recognize, identify, and perform a range of dynamics: piano, mezzo piano, mezzoforte, forte, crescendo, and decrescendo within musical examples.

Additionally, percussion students will:

1. Demonstrate correct grip and stick/mallet height.
2. Perform accessory instruments with appropriate technique (including timpani tuning).

Timeline:

Ensemble performance assessment will be administered in December and May at Hillsborough High School . Grades will be determined through collegial collaboration using teacher designed rubrics.

Curriculum Alignment, Integrations, Essential Questions, Career Ready Practice Standards, NJCCCS, and NCAS are listed under the “**Ensemble Performance Skills**” in the 2019 revised curriculum map for grades 7 and 8 Bands:

HMS Concert Band

HMS Symphonic Band

HMS Wind Ensemble

THE TRUTH ABOUT MUSIC EDUCATION

"When a child has a part to play in a music ensemble, or a theater or dance production, they begin to understand that their contribution is necessary for the success of the group. Through these experiences children gain confidence and start to learn that their contributions have value even if they don't have the biggest role."

~ Lisa Phillips, "The artistic edge: 7 skills children need to succeed in an increasingly right brain world," ARTSblog, Americans for the Arts, 2013.



HMS MUSIC - Instrumental Music 1.4 Concert Critique

Google Classroom Critique Assignment

January and May

NJCCCS 1.4 Aesthetic Responses & Critique Methodologies

Instructional Objectives/Learning Targets:

Students will:

1. Respond to teacher-directed questions as part of an online discussion regarding concert performances.
2. Critique personal and ensemble aspects of all performances.
3. Demonstrate the ability to critically listen and assess ensemble performances.
4. Aurally identify pitch mistakes in recorded music performances.
5. Model constructive criticism when making judgments about music.
6. Evaluate concert performances based upon the elements of music.
7. Justify opinions of performances using appropriate music terminology.

Students will know that:

Critical writing assignments about individual/group performances based on teacher-generated criteria is an important, reflective exercise designed to inspire future growth and musical development.

Performance Critique Rubric

Assignment Timeline:

Assignment will be shared with students via google form in google classroom the morning of the dress rehearsal/Hillsborough High School Recruitment in December and May. Additional forms will be shared in January and June.. Students will be required to compare and contrast ensemble sight reading performance to final concert performance recordings. Grades will be determined by evaluating work using a comprehensive, teacher designed rubric which aligns to the Performance Critique Rubric.

Curriculum Alignment, Integrations, Essential Questions, Career Ready Practice Standards, NJCCCS, and NCAS are listed under the “**Aesthetic Responses & Critique Methodologies Units**” in the 2019 revised curriculum map for grades 7 and 8 Bands:

HMS Concert Band

HMS Symphonic Band

HMS Wind Ensemble