# HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM HHS ORCHESTRA I, II, III, & IV AUGUST 2019

## HHS Orchestra I, II, III, & IV Grades 9-12 Course Overview

This full year elective performance class for students in Grades 9-12 is a continuation of the district-wide orchestra program which begins in 5th grade. Orchestra meets every day for approximately 50 minutes. In addition, there is a pull-out, rotating lesson period for approximately 50 minutes once a week. These class times and lesson times provide approximately 300 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.

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.

This 5-credit full-year course helps fulfill the state graduation requirements for "at least 5 credits in Visual and Performing Arts."

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 – HHS Orchestra I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements	10 minutes	1.1 The Creative	Why is	Music changes	Visually and	Rhythmic	Literacy	9.1 Content
of Music &	per class	Process: All	knowledge of	over time due to	aurally identify	Dictation	Integration:	Statement -
Theoretical	period	students will	music theory	cultural shifts,	intervals	exercises	L.9-10.1.	Collaboration and
Knowledge		demonstrate an	helpful to a	events in world			Demonstrate	teamwork enable
		understanding of	musician?	history, and	Construct major,	Class discussion	command of the	individuals or
		the elements and		technological	minor,	in which	conventions of	groups to achieve
		principles that	How can a	advances.	augmented, and	students are able	standard English	common goals with
		govern the	musician		diminished	to explore the	grammar and usage	greater efficiency.
		creation of	improve sight-	There are many	triads	elements of	when writing or	
		works of art in	reading skills?	different reasons		music guided by	speaking.	9.1 Content
		dance, music,		why music is	Find key	essential		Statement -
		theatre, and	Why is it	written and	signatures for	questions.	RL.9-10.5.	Leadership abilities
		visual art.	important that	performed,	major and minor		Analyze how an	develop over time
			musicians gain	including	scales in sharp	Online and in-	author's choices	through
		1.3	experience in	communication,	and flat keys	class	concerning how to	participation in
		Performance:	basic	emotional		performance	structure a text,	groups and/or
		All students will	improvisation	expression,	Analyze the	evaluation of	order events within	teams that are
		synthesize those	and	storytelling and	relationships	student	it (e.g., parallel	engaged in
		skills, media,	composition?	the	between the	understanding	plots), and	challenging or
		methods, and		commemoration	three forms of		manipulate time	competitive
		technologies		of a person or	minor scales	Identification of	(e.g., pacing,	activities.
		appropriate to		event.	(natural,	the elements of	flashbacks) create	
		creating,			harmonic,	music within the	such effects as	9.1 Content
		performing,		Through the	melodic)	context of	mystery, tension, or	Statement - The
		and/or		study of the arts,		listening and	surprise.	nature of the 21st-
		presenting		people learn to	Aurally	reading scores		century workplace
		works of art in		make informed	recognize	and individual	Health & Phys Ed	has shifted,
		dance, music,		critical judgments	rhythms using	parts.	Integration:	demanding greater
		theatre, and		and learn to	quarter, half,		2.5 Content	individual
		visual art.		respect one's	dotted eighth,	Sight-reading	Statement -	accountability,
				own expression	sixteenth notes	exercises.	Movement skill	productivity, and
		1.4 Aesthetic		and those of	and triplets and		performance is	collaboration.
		Responses and		others.	their respective		primarily impacted	
		Critique		The critical	rests in 4/4 time		by the quality of	9.1.12.F.2
		Methodologies:		process of			instruction, practice,	Demonstrate a
		All students will		observing,				positive work ethic

demonstrate and	describing,	Build I-IV-V	assessment,	in various settings,
apply an	analyzing,	chord	feedback, and effort.	including the
understanding of	interpreting, and	progressions in		classroom and
arts	evaluating leads	various keys	2.5 Content	during structured
philosophies,	to informed	using root	Statement -	learning
judgment, and	judgments	position triads	Individual and team	experiences.
analysis to	regarding the		execution in games,	
works of art in	relative merits of	Improvise and	sports, and other	9.4.12.A.11 Apply
dance, music,	musical works.	compose	activity situations is	active listening
theatre, and		melodic patterns	based on the	skills to obtain and
visual art.	Every individual	over given	interaction of	clarify information.
	contributes to the	harmonies	tactical use of	
1.1.12.B.1	quality of an		strategies, positive	9.4.12.A.41
Examine how	ensemble	Play and count,	mental attitudes,	Evaluate
aspects of meter,	performance.	using numbers,	competent skill	organizational
rhythm, tonality,		rhythmic	levels, and	policies and
intervals,	Developing	patterns that	teamwork.	procedures that
chords, and	musicianship	include drag		contribute to
harmonic	skills requires	triplets	2.5.12.B.2 Apply a	continuous
progressions are	constant self-		variety of mental	improvement in
organized and	reflection and	Recognize and	strategies to improve	performance and
manipulated to	critique.	perform music	performance.	compliance.
establish unity		in mixed and		
and variety in	Technology	compound	2.5.12.B.3 Analyze	9.4.12.C.(4).7
genres of	impacts the	meters	factors that	Demonstrate a
musical	creation and		influence intrinsic	varied repertoire of
compositions.	performance of	Examine new	and extrinsic	music through
	music.	pieces of music	motivation and	vocal or
1.1.12.B.2		for elements of	employ techniques	instrumental
Synthesize	Career insights	meter, rhythm,	to enhance	performance, alone
knowledge of	are gained	pitch, and style	individual and team	and with others, to
the elements of	through the		effectiveness.	show competence
music in the	integration of	Analyze musical		with fundamental
deconstruction	knowledge and	scores, both	World Language	elements used in
and performance	ideas from	aurally and	Integration:	the pathway.
of complex	readings,	visually, to	7.1 Content	
musical scores	observations,	determine	Statement	9.4.12.C.(4).14
from diverse	discussions, and	melodic	(Linguistic) - The	Analyze aural
cultural	hands-on-work.	structure	Novice-Mid	examples of
contexts.			language learner	musical
			understands and	compositions

	1.3.12.B.2	To express their	communicates at	representing
	Analyze how the	musical ideas,	the word level and	diverse styles,
	elements of	musicians		•
			can independently	cultures, and
	music are	analyze, evaluate,	identify and	historical periods to
	manipulated in	and refine their	recognize	build a broad
	original or	performance over	memorized words	understanding of
	prepared	time through	and phrases that	the styles in the
	musical scores.	openness to new	bring meaning to	pathway.
		ideas,	text.	
	Content	persistence, and		CRP1. Act as a
	Statement -	the application of		responsible and
	Understanding	appropriate		contributing citizen
	of how to	criteria.		and employee.
	manipulate the			
	elements of	The personal		CRP2. Apply
	music is a	evaluation of		appropriate
	contributing	musical work(s)		academic and
	factor to musical	and		technical skills.
	artistry.	performance(s) is		
		informed by		CRP4.
	1.3.12.B.3	analysis,		Communicate
	Improvise works	interpretation,		clearly and
	through the	and established		effectively and
	conscious	criteria.		with reason.
	manipulation of			
	the elements of			CRP5. Consider the
	music, using a			environmental,
	variety of			social and
	traditional and			economic impacts
	nontraditional			of decisions.
	sound sources,			
	including			CRP6.
	electronic			Demonstrate
	sound-			creativity and
	generating			innovation.
	equipment and			
	music			CRP8. Utilize
	generation			critical thinking to
	programs.			make sense of
	programs.			problems and
<u>.                                      </u>			<u> </u>	proofering and

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1.3.12.B.4			persevere in
Arrange simple			solving them.
pieces for voice			
or instrument			CRP9. Model
using a variety			integrity, ethical
of traditional			leadership and
and			effective
nontraditional			management.
sound sources or			
electronic			CRP10. Plan
media, and/or			education and
analyze prepared			career paths
scores using			aligned to personal
music			goals.
composition			C
T T T T T T T T T T T T T T T T T T T			CRP11. Use
			technology to
			enhance
			productivity.
			productivity.
			CRP12. Work
			productively in
			teams while using
			cultural global
			competence.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
History	30	1.1 The Creative	How do	Music changes	Evaluate how	Teacher-led	Literacy Integration:	9.1.8.D.3 Use
and	minutes	Process: All students	cultural	over time due to	historical	discussion in	W.8.2 Write	effective
Culture	per	will demonstrate an	implications	cultural shifts,	context	class regarding	informative/explanatory	communication skills
	week	understanding of the	impact	events in world	impacts	stylistic and	texts to examine a topic	in face-to-face and
		elements and	musical	history, and	performance	era-specific	and convey ideas,	online interactions
		principles that govern	organization	technological	practice in the	musical	concepts, and	with peers and adults
		the creation of works	and sound?	advances.	areas of:	nuances.	information through the	from home and from
		of art in dance,					selection, organization,	diverse cultures.
		music, theatre, and	How have	There are many	Articulation	Listening	and analysis of relevant	
		visual arts.	performance	different reasons	Balance	activity where	content.	9.4.12.A.10 Interpret
			practices	why music is	Phrasing	students will		verbal and nonverbal
		1.2 History of the	evolved	written and	Dynamics	compare and	W.8.4. Produce clear	cues/behaviors to
		Arts and Culture: All	through	performed,	Vibrato	contrast	and coherent writing in	enhance
		students will	various	including		characteristics	which the development,	communication.
		understand the role,	musical eras?	communication,	Analyze how	of what they	organization, and style	
		development, and		emotional	the culture and	hear.	are appropriate to task,	9.4.12.A.11 Apply
		influence of the arts	In what ways	expression,	events of		purpose, and audience.	active listening skills
		throughout history	have	storytelling and	specific eras	Written and/or	(Grade-specific	to obtain and clarify
		and across cultures.	technological	the	influence the	digital research	expectations for writing	information.
		4.0.70	and	commemoration	music of those	assignments	types are defined in	0.4.40.07.40.5
		1.3 Performance: All	sociological	of a person or	eras	and class	standards 1–3 above.)	9.4.12.C.(4).5
		students will	advances	event.		presentations	W. 0.5. W. 1	Demonstrate
		synthesize those	changed the	FF1 1 1	Examine how		W.8.5. With some	knowledge of music
		skills, media,	performance	Through the	a composer's		guidance and support	theory to convey an
		methods, and	and audience	study of the arts,	specific life		from peers and adults,	understanding of
		technologies	perception of	people learn to	experiences		develop and strengthen	fundamental themes
		appropriate to	music over	make informed	influences		writing as needed by	and patterns.
		creating, performing,	time?	critical	his/her		planning, revising,	0.4.10.07(4).6
		and/or presenting	TT 1 41	judgments and	compositions		editing, rewriting, or	9.4.12.C.(4).6
		works of art in dance,	How do the	learn to respect			trying a new approach,	Analyze aural
		music, theatre, and	elements of	one's own	Compare and		focusing on how well	examples of musical
		visual art.	music differ	expression and those of others.	contrast how		purpose and audience	compositions
		1 / A anthat:	across time	mose of others.	the elements of		have been addressed.	representing diverse
		1.4 Aesthetic	periods and	The original	music are		W.O.C. Has to should also	styles, cultures, and
		Responses and	cultures?	The critical	manipulated in		W.8.6. Use technology,	historical periods to
	J	Critique		process of	a variety of		including the Internet,	build a broad

Methodologies: All	How does the	observing,	compositions	to produce and publish	understanding of the
students will	exposure to	describing,	from different	writing and present the	styles in the
demonstrate and	various	analyzing,	time periods	relationships between	pathway.
apply an	cultures	interpreting, and		information and ideas	
understanding of arts	influence	evaluating leads	Examine how	efficiently as well as to	9.4.12.C.(4).7
philosophies,	individual,	to informed	audience	interact and collaborate	Demonstrate a varied
judgment, and	emotional,	judgments	perception of a	with others.	repertoire of music
analysis to works of	and	regarding the	given		through vocal or
art in dance, music,	kinesthetic	relative merits	performance or	W.8.7. Conduct short	instrumental
theatre, and visual	responses to	of musical	piece of music	research projects to	performance, alone
art.	music?	works.	is influenced	answer a question	and with others, to
			by its cultural	(including a self-	show competence
1.1.12.B.1 Examine	How does a	Every individual	and historical	generated question),	with fundamental
how aspects of meter,	composer	contributes to	context	drawing on several	elements used in the
rhythm, tonality,	personalize	the quality of an		sources and generating	pathway.
intervals, chords, and	the music he	ensemble		additional related,	
harmonic	or she writes?	performance.		focused questions that	CRP1. Act as a
progressions are				allow for multiple	responsible and
organized and	How does the	Developing		avenues of exploration.	contributing citizen
manipulated to	composer	musicianship			and employee.
establish unity and	represent	skills requires		W.8.8. Gather relevant	CRP2. Apply
variety in genres of	feeling and	constant self-		information from	appropriate academic
musical	intention in	reflection and		multiple print and	and technical skills.
compositions.	the written	critique.		digital sources, using	
	music?			search terms	CRP4. Communicate
1.2.12.A.1 Determine		Technology		effectively; assess the	clearly and
how dance, music,	How do	impacts the		credibility and accuracy	effectively and with
theatre, and visual art	cultural and	creation and		of each source; and	reason.
have influenced	historical	performance of		quote or paraphrase the	
world cultures	events impact	music.		data and conclusions of	CRP5. Consider the
throughout history.	music making			others while avoiding	environmental,
	and audience	Career insights		plagiarism and	social and economic
1.2.12.A.2 Justify the	response to	are gained		following a standard	impacts of decisions.
impact of innovations	music?	through the		format for citation.	
in the arts (e.g., the		integration of			CRP6. Demonstrate
availability of music	How does a	knowledge and		W.8.10. Write routinely	creativity and
online) on societal	composer	ideas from		over extended time	innovation.
norms and habits of	represent	readings,		frames (time for	
mind in various	historical	observations,		research, reflection, and	CRP8. Utilize
historical eras.	events when	discussions, and		revision) and shorter	critical thinking to
	composing?	hands-on-work.			make sense of

1.3.12.B.1 Analyze		time frames (a single	problems and
	To assume and the in		•
compositions from	To express their	sitting or a day or two.	persevere in solving
different world	musical ideas,	GI O 1 E	them.
cultures and genres	musicians	SL.8.1. Engage	CDD0 M 11
with respect to	analyze,	effectively in a range of	CRP9. Model
technique, musicality,	evaluate, and	collaborative	integrity, ethical
and stylistic nuance,	refine their	discussions (one-on-	leadership and
and/or perform	performance	one, in groups, and	effective
excerpts with	over time	teacher-led) with	management.
technical accuracy,	through	diverse partners on	
appropriate	openness to new	grade 8 topics, texts,	CRP10. Plan
musicality, and the	ideas,	and issues, building on	education and career
relevant stylistic	persistence, and	others' ideas and	paths aligned to
nuance.	the application	expressing their own	personal goals.
	of appropriate	clearly.	
1.4.12.A.1 Use	criteria.		CRP11. Use
contextual clues to		SL.8.4. Present claims	technology to
differentiate between	The personal	and findings,	enhance
unique and common	evaluation of	emphasizing salient	productivity.
properties and to	musical work(s)	points in a focused,	
discern the cultural	and	coherent manner with	CRP12. Work
implications of works	performance(s)	relevant evidence,	productively in
of dance, music,	is informed by	sound valid reasoning,	teams while using
theatre, and visual	analysis,	and well-chosen details;	cultural global
art.	interpretation,	use appropriate eye	competence.
	and established	contact, adequate	
1.4.12.A.4 Evaluate	criteria.	volume, and clear	
how exposure to		pronunciation.	
various cultures			
influences individual,		SL.8.5. Integrate	
emotional,		multimedia and visual	
intellectual, and		displays into	
kinesthetic responses		presentations to clarify	
to artwork.		information, strengthen	
		claims and evidence,	
1.4.12.B.2 Evaluate		and add interest.	
how an artist's			
technical proficiency		L.8.1. Demonstrate	
may affect the		command of the	
creation or		conventions of standard	
presentation of a		English grammar and	
presentation of a		Ziigiibii giaiiiiiai alia	

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	rk of art, as well	usage when writing or	
as he	now the context in	speaking.	
whice	ich a work is		
perfe	formed or shown	L.8.2. Demonstrate	
may	y impact	command of the	
	ceptions of its	conventions of standard	
	nificance/meaning.	English capitalization,	
l sign	mireanes, meaning.	punctuation, and	
1111	.12.B.3 Determine	spelling when writing.	
	role of art and	spennig when writing.	
		I 9.2 Has Irrayyladas	
	naking in a global	L.8.3. Use knowledge	
	iety by analyzing	of language and its	
	influence of	conventions when	
	nnology on the	writing, speaking,	
	ual, performing,	reading, or listening.	
	multimedia arts		
for c	consumers,	L.8.6. Acquire and use	
crea	ators, and	accurately grade-	
perfe	formers around	appropriate general	
the	world.	academic and domain-	
		specific words and	
		phrases; gather	
		vocabulary knowledge	
		when considering a	
		word or phrase	
		important to	
		comprehension or	
		expression.	
		Social Studies	
		Integration:	
		6.1 U.S. History:	
		America in the World	
		All students will	
		acquire the knowledge	
		and skills to think	
		analytically about how	
		past and present	
		interactions of people,	
		cultures, and the	
		cultures, and the	

			6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.  Technology Integration: 8.1.8.A.3 Create a multimedia presentation including
			8.1.8.E.1 Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.  World Languages Integration: 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize

		memorized words and phrases that bring meaning to text.
		7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Individual	Approx.	1.1 The Creative	How does	Music changes	Perform major	Individual	Literacy Integration:	9.1.8.C.1 Determine
Performance	150	Process: All	proper	over time due to	scales and	and/or	L.8.6. Acquire and use	an individual's
Skills	minutes	students will	instrument	cultural shifts,	natural minor	recorded	accurately grade-	responsibility for
	per week	demonstrate an	posture and	events in world	scales in keys	scale, etude,	appropriate general	personal actions and
		understanding of	technique	history, and	up to 4 sharps	or excerpt	academic and domain-	contributions to
		the elements and	affect the	technological	and 4 flats	performance	specific words and	group activities.
		principles that	produced	advances.	over three	assessments	phrases; gather	
		govern the	sound?		octaves.	based on	vocabulary knowledge	9.1.8.D.3 Use
		creation of		There are many		teacher-	when considering a	effective
		works of art in	How do basic	different reasons	Shift fluently	created	word or phrase	communication
		music, theatre,	exercises such	why music is	to 2nd, 3rd,	rubrics.	important to	skills in face-to-face
		and visual art	as scales and	written and	4th, and 5th		comprehension or	and online
			etudes help	performed,	positions on all	Visual	expression.	interactions with
		1.3	strengthen an	including	strings	observation of		peers and adults
		Performance:	individual's	communication,		correct	Health & Phys Ed	from home and from
		All students will	ability to	emotional	Apply vibrato	performance	Integration:	diverse cultures.
		synthesize those	perform solo	expression,	to all fingers	technique.	2.5 Content Statement -	
		skills, media,	and ensemble	storytelling and			Movement skill	9.1.8.F.1
		methods, and	music?	the	Create logical	Through the	performance is	Demonstrate how
		technologies		commemoration	fingerings for	use of digital	primarily impacted by	productivity and
		appropriate to	How does	of a person or	shifting	media and/or	the quality of	accountability
		creating,	technical	event.	passages	live	instruction, practice,	contribute to
		performing,	fluency impact			performances,	assessment, feedback,	realizing individual
		and/or	an artist's	Through the	Evaluate	the students	and effort.	or group work goals
		presenting	ability to	study of the arts,	relationships	will observe		within or outside the
		works of art in	communicate?	people learn to	between bow	and evaluate	2.6.12.A.5 Debate the	classroom.
		dance, music,		make informed	usage and	individual	use of performance-	
		theatre, and	How can the	critical	performance	instrumental	enhancing substances	CRP1. Act as a
		visual art.	individual	judgments and	affect	soloists for	(i.e., anabolic steroids	responsible and
			performer	learn to respect		elements of	and other legal and	contributing citizen
		1.4 Aesthetic	affect the	one's own	Perform a	sound	illegal substances) to	and employee.
		Responses and	ensemble	expression and	variety of	production,	improve performance.	GDD2
		Critique	positively?	those of others.	bowing	style,		CRP2. Apply
		Methodologies:	Negatively?		articulations,	articulation,	Math Integration:	appropriate
		All students will		The critical	including	and technique.	3.NF.1 Understand a	academic and
		demonstrate and		process of	legato,		fraction 1/b as the	technical skills.

apply an	Why is	observing,	staccato,	Self-	quantity formed by 1	
understanding of	listening to	describing,	spiccato,	assessment of	part when a whole is	CRP4.
arts	other specific	analyzing,	martele, etc.	individual	partitioned into b equal	Communicate
philosophies,	instrumentalists	interpreting, and	martere, etc.	performance	partitioned into b equal parts; understand a	clearly and
judgement, and	important in	evaluating leads	Appraise	technique	fraction a/b as the	effectively and with
analysis to	the	to informed	individual	technique	quantity formed by a	reason.
works of art in	development of	judgments	intonation and		1 2	reason.
	one's own skill	8 0			parts of size 1/b.	CRP5. Consider the
dance, music,		regarding the	adjust finger		2 NE 2 Emplois	environmental,
theatre, and	set?	relative merits	placement		3.NF.3 Explain	,
visual art	**	of musical	accordingly		equivalence of fractions	social and economic
111000	How can an	works.	D 1314		in special cases and	impacts of
1.1.12.B.2	individual		Exhibit proper		compare the fractions	decisions.
Synthesize	actively listen	Every individual	playing		by reasoning about	CDDC D
knowledge of	within an	contributes to	technique and		their size.	CRP6. Demonstrate
the elements of	ensemble?	the quality of an	hand		4377.0.6	creativity and
music in the	TT 1	ensemble	placement		4.NF.3 Content	innovation.
deconstruction	How does	performance.	each and every		Statement - Understand	anno vviii
and performance	actively		time they play		addition and	CRP8. Utilize
of complex	listening within	Developing	their		subtraction of fractions	critical thinking to
musical scores	an ensemble	musicianship	instrument.		as joining and	make sense of
from diverse	impact one's	skills requires			separating parts	problems and
cultural contexts	own	constant self-	Deconstruct a		referring to the same	persevere in solving
	performance	reflection and	piece of music		whole.	them.
1.3.12.B.1	techniques?	critique.	in order to			
Analyze			carefully and		Science Integration:	CRP9. Model
compositions	How can	Technology	thoroughly		5.2 Content Statement -	integrity, ethical
from different	musicians	impacts the	rehearse and		Objects undergo	leadership and
world cultures	adapt practice	creation and	prepare oneself		different kinds of	effective
and genres with	strategies to	performance of	for		motion (translational,	management.
respect to	address specific	music.	performance.		rotational, and	
technique,	technical				vibrational).	CRP10. Plan
musicality, and	challenges	Career insights	Evaluate			education and career
stylistic nuance,	within a piece?	are gained	musical scores		5.2 Content Statement -	paths aligned to
and/or perform		through the	for technical		The motion of an object	personal goals.
excerpts with	How does bow	integration of	challenges and		changes only when a	
technical	usage impact	knowledge and	devise practice		net force is applied	CRP11. Use
accuracy,	tone?	ideas from	strategies to		(percussion).	technology to
appropriate		readings,	address these			enhance
musicality, and	What strategies	observations,	challenges.		Technology	productivity.
the relevant	can musicians	discussions, and			Integration:	
stylistic nuance	use to correct	hands-on-work.				

	and improve		Focus	8.1 Educational	CRP12. Work
121202		To avenue as Albaia			
1.3.12.B.2	intonation?	To express their	consistently on	Technology: All	productively in
Analyze how the		musical ideas,	the small	students will use digital	teams while using
elements of		musicians	details, such as	tools to access, manage,	cultural global
music are		analyze,	proper	evaluate, and	competence.
manipulated in		evaluate, and	articulation,	synthesize information	
original or		refine their	finger/hand	in order to solve	
prepared		performance	technique,	problems individually	
musical scores		over time	dynamic	and collaboratively and	
		through	contrast, et. al.,	to create and	
1.4.12.B.2		openness to new	striving for	communicate	
Evaluate how an		ideas,	accuracy and	knowledge.	
artist's technical		persistence, and	consistency		
proficiency may		the application	each time the	8.2.12.F.2	
affect the		of appropriate	instrument is	Explain how material	
creation or		criteria.	played.	science impacts the	
presentation of a				quality of products.	
work of art, as		The personal			
well as how the		evaluation of		World Language	
context in which		musical work(s)		Integration:	
a work is		and		7.1.NM.A.2	
performed or		performance(s)		Demonstrate	
shown may		is informed by		comprehension of	
impact		analysis,		simple, oral and written	
perceptions of		interpretation,		directions, commands,	
its significance /		and established		and requests through	
meaning.		criteria.		appropriate physical	
				response.	
Content					
statement					
1.4.12.B The					
cohesiveness of					
a work of art					
and its ability to					
communicate a					
theme or					
narrative can be					
directly affected					
by the artist's					
technical					
proficiency as					

well as by the	
manner and	
physical context	
in which it is	
performed or	
shown.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Approx.	1.1 The Creative	Why is active	Music changes	Apply tempo	Live and/or	<b>Literacy Integration:</b>	9.1 Content
Performance	150	Process: All students	listening an	over time due to	and dynamic	recorded	SL.9-10.1. Initiate and	Statement -
Skills	minutes	will demonstrate an	important skill	cultural shifts,	change to	rehearsal and	participate effectively	Collaboration and
	per	understanding of the	when playing	events in world	individual and	performance	in a range of	teamwork enable
	week	elements and	an instrument	history, and	ensemble	evaluations	collaborative	individuals or
		principles that govern	within an	technological	performance by	based on a	discussions (one-on-	groups to achieve
		the creation of works	ensemble?	advances.	following	teacher-	one, in groups, and	common goals
		of art in dance,			conducting	created rubric.	teacher-led) with	with greater
		music, theatre, and	What makes a	There are many	gestures.		diverse partners on	efficiency.
		visual art	good	different reasons		Self-	grades 9–10 topics,	9.1 Content
			performance?	why music is	Identify	evaluation of	texts, and issues,	Statement -
		1.3 Performance: All		written and	melodic and	individual and	building on others'	Leadership
		students will	What are the	performed,	harmonic	ensemble	ideas and expressing	abilities develop
		synthesize those	responsibilities	including	function of	intonation,	their own clearly and	over time through
		skills, media,	of musicians in	communication,	instrument	balance,	persuasively.	participation in
		methods, and	a performance	emotional	groups within	blend,		groups and/or
		technologies	setting?	expression,	the ensemble.	expression	SL.9-10.6.	teams that are
		appropriate to	How do	storytelling and		and aural	Adapt speech to a	engaged in
		creating, performing,	audience and	the	Explain the	elements.	variety of contexts	challenging or
		and/or presenting	environment	commemoration	correlation		and tasks,	competitive
		works of art in dance,	affect a	of a person or	between	Through	demonstrating	activities.
		music, theatre, and	performance?	event.	ensemble	digital media	command of formal	9.4.12.A.11Apply
		visual art.			appearance and	and/or live	English when	active listening
			How does the	Through the study	behavior and	performances,	indicated or	skills to obtain
		1.4 Aesthetic	ability to read	of the arts, people	performance	students will	appropriate.	and clarify
		Responses and	and interpret	learn to make	quality.	research and		information.
		Critique	music impact	informed critical		evaluate other	L.9-10.1.	9.4.12.A.41
		Methodologies: All	musical	judgments and	Brainstorm	band	Demonstrate	Evaluate
		students will	fluency?	learn to respect	strategies for	performances	command of the	organizational
		demonstrate and		one's own	addressing	from all over	conventions of	policies and
		apply an	What role do	expression and	specific musical	the world for	standard English	procedures that
		understanding of arts	individual and	those of others.	problems and	the elements	grammar and usage	contribute to
		philosophies,	ensemble		issues in	of music and	when writing or	continuous
		judgment, and	dynamics play	The critical	performance.	the process of	speaking.	improvement in
		analysis to works of	in the	process of		musical		performance and
		art in dance, music,	performance of	observing,		performance.		compliance.

theatre, and visual	a piece of	describing,	Explain how the	RL.9-10.5. Analyze	9.4.12.C.(4).7
art.	music?	analyzing,	behavior of the	how an author's	Demonstrate a
		interpreting, and	audience	choices concerning	varied repertoire
1.1.12.B.1 Examine	How does	evaluating leads	impacts the	how to structure a	of music through
how aspects of meter,	knowledge of	to informed	overall musical	text, order events	vocal or
rhythm, tonality,	harmonic and	judgments	experience of a	within it (e.g., parallel	instrumental
intervals, chords, and	melodic	regarding the	performance.	plots), and manipulate	performance,
harmonic	function	relative merits of		time (e.g., pacing,	alone and with
progressions are	facilitate a	musical works.	Perform pieces	flashbacks) create	others, to show
organized and	performance?		from Grade	such effects as	competence with
manipulated to		Every individual	Levels 3 to 4 on	mystery, tension, or	fundamental
establish unity and	How does the	contributes to the	a scale of 1 to 6	surprise.	elements used in
variety in genres of	acoustical	quality of an			the pathway.
musical compositions	properties in a	ensemble	Adapt dynamic	Health & Phys Ed	9.4.12.C.(4).5
	performance	performance.	level to reflect	Integration	Demonstrate
1.1.12.B.2 Synthesize	hall affect		melodic,	2.2 Content Statement	knowledge of
knowledge of the	audience	Developing	counter-	- Individual and/or	music theory to
elements of music in	perception of	musicianship	melodic, and	group pressure to be	convey an
the deconstruction	articulation?	skills requires	harmonic roles	successful in	understanding of
and performance of		constant self-	within the	competitive activities	fundamental
complex musical		reflection and	ensemble	can result in a positive	themes and
scores from diverse		critique.		or negative impact.	patterns.
cultural contexts			Compare the		9.4.12.C.(4).6
		Technology	responsibilities	2.2.12.C.1 Analyze	Analyze aural
1.3.12.B.1 Analyze		impacts the	of chamber	the impact of	examples of
compositions from		creation and	musicians with	competition on	musical
different world		performance of	the	personal character	compositions
cultures and genres		music.	responsibilities	development.	representing
with respect to			of orchestral		diverse styles,
technique, musicality,		Career insights	musicians	2.4 Content Statement	cultures, and
and stylistic nuance,		are gained		- Individuals in	historical periods
and/or perform		through the	Utilize non-	healthy relationships	to build a broad
excerpts with		integration of	verbal	share thoughts and	understanding of
technical accuracy,		knowledge and	communication	feelings, have fun	the styles in the
appropriate		ideas from	while	together, develop	pathway.
musicality, and the		readings,	performing	mutual respect, share	CRP1. Act as a
relevant stylistic		observations,	music	responsibilities and	responsible and
nuance.		discussions, and		goals, and provide	contributing
		hands-on-work.	Explain the	emotional security for	citizen and
1.3.12.B.2 Analyze			individual	one another.	employee.
how the elements of			responsibilities		

music one	To overses their	of ensemble	2.5 Contant Statement	CDD2 Apply
music are	To express their		2.5 Content Statement	CRP2. Apply
manipulated in	musical ideas,	members as	- Movement skill	appropriate
original or prepared	musicians	they function	performance is	academic and
musical scores.	analyze, evaluate,	within the	primarily impacted by	technical skills.
	and refine their	ensemble	the quality of	CRP4.
1.4.12.B.1 Formulate	performance over	Adapt	instruction, practice,	Communicate
criteria for arts	time through	performance	assessment, feedback,	clearly and
evaluation using the	openness to new	technique to the	and effort.	effectively and
principles of positive	ideas, persistence,	acoustical and		with reason.
critique and	and the	architectural	2.5.12.A.3 Design and	CRP5. Consider
observation of the	application of	properties of a	lead a rhythmic	the
elements of art and	appropriate	performance	activity that includes	environmental,
principles of design,	criteria.	venue	variations in time,	social and
and use the criteria to			space, force, flow,	economic
evaluate works of	The personal		and relationships	impacts of
dance, music, theatre,	evaluation of		(creative, cultural,	decisions.
visual, and	musical work(s)		social, and fitness	CRP6.
multimedia artwork	and		dance).	Demonstrate
from diverse cultural	performance(s) is			creativity and
contexts and	informed by		Math Integration:	innovation.
historical eras.	analysis,		3.NF.1 Understand a	CRP8. Utilize
	interpretation, and		fraction 1/b as the	critical thinking
1.4.12.B.2 Evaluate	established		quantity formed by 1	to make sense of
how an artist's	criteria.		part when a whole is	problems and
technical proficiency			partitioned into b	persevere in
may affect the			equal parts;	solving them.
creation or			understand a fraction	CRP9. Model
presentation of a			a/b as the quantity	integrity, ethical
work of art, as well			formed by a parts of	leadership and
as how the context in			size 1/b.	effective
which a work is				management.
performed or shown			3.NF.3 Explain	CRP10. Plan
may impact			equivalence of	education and
perceptions of its			fractions in special	career paths
significance/meaning.			cases, and compare	aligned to
,			the fractions by	personal goals.
			reasoning about their	CRP11. Use
			size.	technology to
				enhance
			4.NF.3 Content	productivity.
			Statement -	productivity.
			Statement	I

	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	CRP12. Work productively in teams while using cultural global competence.
	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	
	<ul> <li>knowledge.</li> <li>8.2.12.F.2 Explain how material science impacts the quality of products.</li> <li>World Language Integration: 7.1 Content Statement</li> </ul>	
	(Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and	

			phrases that bring	
			meaning to text.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Critique	Approx.	1.4 Aesthetic	When is a piece	Music changes	Brainstorm	Critical essays about	Literacy	9.1 Content
and	10	Responses and	of music	over time due to	criteria for	individual and ensemble	Integration:	Statement -
Evaluation	minutes	Critique	prepared enough	cultural shifts,	critiquing a	performances based on	W.9-10.1. Write	Collaboration
	per class	Methodologies: All	to be	events in world	performance	teacher and student	arguments to	and teamwork
	period	students will	"performance	history, and	using music	generated criteria.	support claims in	enable
		demonstrate and	ready"?	technological	specific		an analysis of	individuals or
		apply an		advances.	terminology.	Students will respond to	substantive topics	groups to
		understanding of	What makes a		Support	teacher-directed	or texts, using	achieve
		arts philosophies,	significant and	There are many	judgments	questions as part of a	valid reasoning	common goals
		judgment, and	meaningful	different reasons	about musical	class discussion.	and relevant and	with greater
		analysis to works	performance?	why music is	performances		sufficient	efficiency.
		of art in dance,		written and	using music	Reflective practice and	evidence.	
		music, theatre, and	Why is using the	performed,	specific criteria	rehearsal journals.		9.1 Content
		visual art.	proper	including	and		W.9-10.4.	Statement -
			vocabulary	communication,	terminology.		Produce clear and	Leadership
		1.4.12.A.1 Use	when critiquing	emotional			coherent writing	abilities
		contextual clues to	essential to	expression,	Identify		in which the	develop over
		differentiate	successful	storytelling and	strengths and		development,	time through
		between unique and	progress?	the	weaknesses in		organization, and	participation in
		common properties		commemoration	individual and		style are	groups and/or
		and to discern the	How does	of a person or	ensemble		appropriate to	teams that are
		cultural	critique affect	event.	performances.		task, purpose, and	engaged in
		implications of	the development				audience.	challenging or
		works of dance,	of an ensemble	Through the	Understand			competitive
		music, theatre, and	as it pertains to	study of the arts,	what to listen		SL.9-10.1.	activities.
		visual art.	the individuals	people learn to	for when		Initiate and	
			who make up	make informed	actively		participate	9.1 Content
		1.4.12.A.4	the ensemble?	critical	critiquing a		effectively in a	Statement - The
		Evaluate how		judgments and	piece of music.		range of	nature of the
		exposure to various	What is the	learn to respect			collaborative	21st-century
		cultures influences	importance of	one's own	Determine		discussions (one-	workplace has
		individual,	self-evaluation	expression and	what part of a		on-one, in	shifted,
		emotional,	as it pertains to a	those of others.	musical work		groups, and	demanding
		intellectual, and	performance?		to critique		teacher-led) with	greater
		kinesthetic		The critical	before		diverse partners	individual
				process of	critiquing it		on grades 9–10	accountability,

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	responses to	Why are critics	observing,	and develop a	topics, texts, and	productivity,
	artwork.	essential in the	describing,	specific rubric	issues, building	and
		development	analyzing,	or list of	on others' ideas	collaboration.
	1.4.12.B.1	and progress of	interpreting, and	criteria to aid in	and expressing	
	Formulate criteria	the music	evaluating leads	the process.	their own clearly	9.1.12.F.2
	for arts evaluation	industry?	to informed		and persuasively.	Demonstrate a
	using the principles	How will active	judgments	Develop		positive work
	of positive critique	listening help	regarding the	specific goals	SL.9-10.6. Adapt	ethic in various
	and observation of	one become a	relative merits	and	speech to a	settings,
	the elements of art	better critic and	of musical	improvement	variety of	including the
	and principles of	performer?	works.	strategies for	contexts and	classroom and
	design, and use the			ensemble	tasks,	during
	criteria to evaluate	How do	Every individual	rehearsal and	demonstrating	structured
	works of dance,	musicians	contributes to	independent	command of	learning
	music, theatre,	determine what	the quality of an	practice based	formal English	experiences.
	visual, and	to practice and	ensemble	upon individual	when indicated or	
	multimedia artwork	make the most	performance.	and collective	appropriate.	9.4.12.A.8 Use
	from diverse	out of their		performance		correct
	cultural contexts	practice time?	Developing	reflection.	L.9-10.1.	grammar,
	and historical eras.		musicianship		Demonstrate	punctuation,
			skills requires	Utilize	command of the	and
			constant self-	individual and	conventions of	terminology to
			reflection and	group	standard English	write and edit
			critique.	performance	grammar and	documents.
				critiques to	usage when	
			Technology	focus practice	writing or	9.4.12.A.11
			impacts the	time during in-	speaking.	Apply active
			creation and	class sectional		listening skills
			performance of	rehearsals.	L.9-10.2.	to obtain and
			music.		Demonstrate	clarify
					command of the	information.
			Career insights		conventions of	
			are gained		standard English	9.4.12.A.41
			through the		capitalization,	Evaluate
			integration of		punctuation, and	organizational
			knowledge and		spelling when	policies and
			ideas from		writing.	procedures that
			readings,			contribute to
			observations,		Health & Phys	continuous
			discussions, and		Ed Integration:	improvement in
			hands-on-work.		<b>9</b> ··· · · ·	performance
	1	l	nanus-on-work.			periormance

	T ~	T .
	Content	and
To express their	Statement -	compliance.
musical ideas,	Individual and/or	
musicians	group pressure to	9.4.12.C.(4).5
analyze,	be successful in	Demonstrate
evaluate, and	competitive	knowledge of
refine their	activities can	music theory to
performance	result in a	convey an
over time	positive or	understanding
through	negative impact.	of fundamental
openness to new		themes and
ideas,	2.2.12.C.1	patterns.
persistence, and	Analyze the	
the application	impact of	9.4.12.C.(4).6
of appropriate	competition on	Analyze aural
criteria.	personal	examples of
	character	musical
The personal	development	compositions
evaluation of	ac verspinent	representing
musical work(s)	Science	diverse styles,
and	Integration:	cultures, and
performance(s)	5.1 Content	historical
is informed by	Statement -	periods to build
analysis,	Revisions of	a broad
interpretation,		understanding
and established	predictions and	of the styles in
criteria.	explanations are	the pathway.
Cinena.	based on	me paniway.
	systematic	9.4.12.C.(4).7
	observations,	Demonstrate a
	accurate	
	measurements,	varied
	and structured	repertoire of
	data/evidence.	music through
		vocal or
	Technology	instrumental
	<b>Integration:</b>	performance,
	8.1 Educational	alone and with
	Technology: All	others, to show
	students will use	competence
	digital tools to	with
	access, manage,	fundamental

			evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	elements used in the pathway.  CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP8. Utilize critical thinking to make sense
				to make sense of problems and persevere in solving them.

				CRP9. Model integrity, ethical leadership and effective management.
				CRP10. Plan education and career paths aligned to personal goals.
				CRP11. Use technology to enhance productivity.
				CRP12. Work productively in teams while using cultural global competence.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Music	Approx.	1.1 The Creative	What feeling	Music changes	Compare and	Teacher	Literacy	9.4.12.C.(4).7
Expression	10	Process: All students	does the	over time due to	contrast a	observation of	Integration:	Demonstrate a
	minutes	will demonstrate an	composer want	cultural shifts,	variety of	class melodic	L.9-10.1.	varied
	per class	understanding of the	to evoke and	events in world	musical works	exercises.	Demonstrate	repertoire of
	period	elements and principles	how does the	history, and	for		command of the	music through
		that govern the creation	composer	technological	compositional	Self-evaluation	conventions of	vocal or
		of works of art in dance,	represent that in	advances.	devices and	of individual and	standard English	instrumental
		music, theatre, and	the written		techniques used	ensemble	grammar and	performance,
		visual art.	music?	There are many	to provide unity,	melodic and	usage when	alone and with
				different reasons	variety, tension	phrasing	writing or	others, to show
		1.3 Performance: All	How does an	why music is	and release in a	exercises.	speaking.	competence
		students will synthesize	understanding of	written and	musical work.			with
		those skills, media,	nuanced stylistic	performed,		Class discussions	RL.9-10.5.	fundamental
		methods, and	differences	including	Analyze and	regarding the	Analyze how an	elements used
		technologies appropriate	among various	communication,	describe uses of	placement of	author's choices	in the pathway.
		to creating, performing,	genres make one	emotional	the elements of	phrases within	concerning how	
		and/or presenting works	more fluent in	expression,	music in a given	the contour of	to structure a text,	9.4.12.C.(4).5
		of art in dance, music,	music literacy?	storytelling and	work that make	the melody.	order events	Demonstrate
		theatre, and visual art.		the	it unique,		within it (e.g.,	knowledge of
			How will	commemoration	interesting, and		parallel plots),	music theory to
		1.4 Aesthetic Responses	listening to	of a person or	expressive.		and manipulate	convey an
		& Critique	multiple pieces	event.			time (e.g., pacing,	understanding
		Methodologies: All	within the same		Listen to and		flashbacks) create	of fundamental
		students will	genre or style	Through the	compare various		such effects as	themes and
		demonstrate and apply	help you	study of the arts,	pieces of music		mystery, tension,	patterns.
		an understanding of arts	understand how	people learn to	and discuss		or surprise.	0.4.10.07.40.4
		philosophies, judgment,	to play those	make informed	tempo,		a •	9.4.12.C.(4).6
		and analysis to works of	pieces?	critical	dynamics,		Science	Analyze aural
		art in dance, music,	TT 1 1	judgments and	instrumentation,		Integration:	examples of
		theatre, and visual art.	How is rhythm	learn to respect	phrasing, and		5.2 Content	musical
		1112015	connected to	one's own	style.		Statement -	compositions
		1.1.12.B.1 Examine how	different	expression and	ъ с		Objects undergo	representing
		aspects of meter,	cultures and	those of others.	Perform music		different kinds of	diverse styles,
		rhythm, tonality,	eras?		of different eras		motion	cultures, and
		intervals, chords, and		The critical	with the stylistic		(translational,	historical
		harmonic progressions		process of	characteristics			periods to build

are	e organized and	What is the	observing,	indicative of	rotational, and	a broad
	_	importance of	describing,	those eras.	vibrational).	understanding
	•	rhythm in the	analyzing,	mose cras.	viorationary.	of the styles in
		overall sound of	interpreting, and	Identify where		the pathway.
		a piece?	evaluating leads	the phrases		the putitivuy.
	impositions.	a piece:	to informed	within the piece		CRP1. Act as a
	1.12.B.2 Synthesize	How does	judgments	of music begin		responsible and
		articulation	regarding the	and end.		contributing
	$\mathcal{U}$	affect the sound	relative merits	and end.		citizen and
		of a piece?	of musical	Evaluate how		employee.
	erformance of complex	or a piece:	works.	bow usage		employee.
	-	Why is it	WOIKS.			CDD2 Apply
		Why is it	Evany in dividual	impacts		CRP2. Apply
div		important for	Every individual contributes to	phrasing,		appropriate academic and
		everyone in the entire ensemble		dynamics, and		technical skills.
	•		the quality of an	articulation.		technical skills.
		to perform the	ensemble	Differentiate		CDD4
		articulations in	performance.	Differentiate		CRP4.
	d genres with respect	the same	D 1	among and		Communicate
	1	manner?	Developing	perform the		clearly and
	d stylistic nuance,	XX71444	musicianship	many different		effectively and
	d/or perform excerpts	What strategies	skills requires	types of		with reason.
	ith technical accuracy,	can string	constant self-	articulations		CDD5 C :1
	propriate musicality,	players use to	reflection and	written in a		CRP5. Consider
		ensure uniform	critique.	piece of music		the
nua	iance.	articulation	Technology	(slur, legato,		environmental,
		within each	impacts the	tenuto, staccato,		social and
	3.1.B.2 Analyze how	section and	creation and	marcato, et al.).		economic
	e elements of music	across the	performance of			impacts of
		ensemble?	music.	Understand that		decisions.
	iginal or prepared	** .	Career insights	articulations		CD D c
mu	usical scores.	How do	are gained	may be written		CRP6.
	4.10.4.1.11	varieties of	through the	differently and		Demonstrate
		articulations and	integration of	need to be		creativity and
		dynamics relate	knowledge and	performed		innovation.
		to style?	ideas from	differently,		anno vi
	ique and common		readings,	based on the era		CRP8. Utilize
	1	How do	observations,	in which the		critical thinking
	•	dynamics reflect	discussions, and	piece was		to make sense
	works of dance,	the intentions of	hands-on-work.	written, the		of problems and
		the composer in		composer's		persevere in
vis	sual art.	how the music		intentions, the		solving them.

	.4.12.A.2 Speculate on	should be	To express their	publisher, and		
	ne artist's intent, using	portrayed?	musical ideas,	many other		CRP9. Model
	iscipline-specific arts		musicians	factors.		integrity,
	erminology and citing	How is the	analyze,			ethical
en	mbedded clues to	balance of	evaluate, and	Define and		leadership and
su	ubstantiate the	dynamics within	refine their	perform the		effective
hy	ypothesis.	an ensemble	performance	many different		management.
		related to the	over time	types of		
1.4	.4.12.B.2 Evaluate how	concepts of	through	dynamics (pp, p,		CRP10. Plan
an	n artist's technical	melody,	openness to new	mp, mf, f, ff)		education and
pro	roficiency may affect	countermelody	ideas,	including effect		career paths
the	ne creation or	and harmony?	persistence, and	dynamics (fp,		aligned to
pro	resentation of a work of		the application	sfz, et al.).		personal goals.
art	rt, as well as how the		of appropriate			
co	ontext in which a work		criteria.	Balance the		CRP11. Use
is	performed or shown			overall sound		technology to
ma	nay impact perceptions		The personal	within the		enhance
of	fits		evaluation of	ensemble to		productivity.
sig	gnificance/meaning.		musical work(s)	highlight the		
			and	roles of melody,		CRP12. Work
			performance(s)	countermelody		productively in
			is informed by	and harmony in		teams while
			analysis,	a given passage.		using cultural
			interpretation,			global
			and established	Match		competence.
			criteria.	articulations		
				within each		
				section and		
				across the		
				ensemble to		
				create a unified		
				effect.		

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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