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

HHS Wind Ensemble I, II, III, & IV Grades 10-12

(When appropriate, a qualified 9th grader, <u>by invitation of the directors</u>) Course Overview

Annually, students must audition and successfully meet the specified criteria for acceptance into the Ensemble. Membership is not guaranteed year-after-year as students must re-audition.

Honors Credit:

The purpose of honors credit for Wind Ensemble is to provide the opportunity for advanced work and to promote rigorous academic study and practical application of knowledge and skills. This course is designed for students who have demonstrated an advanced level of interest, learning and achievement in instrumental music. Furthermore, students should be informed and understand that honors courses are more demanding and have requirements beyond those of standard courses.

This full year elective performance class for students in Grades 10-12 is a continuation of the district-wide band program which begins in 5th grade. Occasionally, the directors audition incoming 9th graders for specific seats in order to complete proper instrumentation when a sophomore, junior, or senior is not qualified. Wind Ensemble 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 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.

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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Intonation,	15 minutes	1.1 The	Based on	Music changes	Warm up	Class discussion	Literacy	9.1 Content
Tone, &	per class	Creative	previously	over time due to	individually	in which students	Integration:	Statement -
Warm-Up	period	Process: All	gained	cultural shifts,	using scales,	are able to explore	L.9-10.1.	Collaboration and
		students will	knowledge,	events in world	arpeggios, long	the elements of	Demonstrate	teamwork enable
		demonstrate an	how will	history, and	tones, lip slurs,	music guided by	command of the	individuals or
		understanding	individual	technological	et al., to properly	essential	conventions of	groups to achieve
		of the elements	warm up	advances.	prepare for the	questions.	standard English	common goals with
		and principles	techniques		upcoming		grammar and usage	greater efficiency.
		that govern the	change?	There are many	rehearsal or	In-class and final	when writing or	
		creation of		different reasons	performance.	performance	speaking.	9.1 Content
		works of art in	How do an	why music is		evaluation of		Statement -
		dance, music,	individual's	written and	Warm up with	student	RL.9-10.5. Analyze	Leadership abilities
		theatre, and	active listening	performed,	the ensemble	understandings.	how an author's	develop over time
		visual art.	skills	including	using listening,		choices concerning	through
			contribute to	communication,	breath support,	Identification of	how to structure a	participation in
		1.3	the overall	emotional	proper posture,	the elements of	text, order events	groups and/or
		Performance:	success of the	expression,	and tone	music within the	within it (e.g.,	teams that are
		All students	ensemble?	storytelling and	production to	context of	parallel plots), and	engaged in
		will synthesize		the	lend to the	listening and	manipulate time	challenging or
		those skills,	How does	commemoration	success of the	reading scores and	(e.g., pacing,	competitive
		media,	proper warm	of a person or	ensemble.	individual parts.	flashbacks) create	activities.
		methods, and	up prepare the	event.	TT. '1'	G' 1 . 1'	such effects as	0.1.0
		technologies	ensemble for	FF1 1 1	Utilize	Sight-reading	mystery, tension, or	9.1 Content
		appropriate to	rehearsals and	Through the	technology that	exercises.	surprise.	Statement - The
		creating,	performances?	study of the arts,	will help	Director of a mail and	Haalda O Dhaar Ed	nature of the 21st-
		performing,	W/less in it	people learn to make informed	determine	Pitch tendencies worksheets.	Health & Phys Ed	century workplace
		and/or	Why is it important to	critical	intonation individually and	worksneets.	Integration: 2.5 Content	has shifted, demanding greater
		presenting works of art in	properly warm	judgments and	within the		Statement -	individual
		dance, music,	up before all	learn to respect	ensemble.		Movement skill	accountability,
		theatre, and	rehearsals and	one's own	CHSCHIUIC.		performance is	productivity, and
		visual art.	performances?	expression and	Analyze		primarily impacted	collaboration.
		visuai ait.	performances:	those of others.	structure and		by the quality of	Conacoration.
		1.4 Aesthetic	How does an	mose of others.	intonation of		instruction, practice,	9.1.12.F.2
		Responses and	individual's	The critical	warm up		assessment,	Demonstrate a
		Critique	technique	process of	exercises to		feedback, and effort.	positive work ethic

Methodologies:	impact tone	observing,	develop active		in various settings,
All students	production?	describing,	listening skills.	2.5 Content	including the
will		analyzing,		Statement -	classroom and
demonstrate	What	interpreting, and	Use	Individual and team	during structured
and apply an	techniques can	evaluating leads	diaphragmatic	execution in games,	learning
understanding	be used to	to informed	breathing with	sports, and other	experiences.
of arts	contribute to	judgments	proper inhale	activity situations is	
philosophies,	individual and	regarding the	and exhale	based on the	9.4.12.A.11 Apply
judgment, and	ensemble pitch	relative merits	technique to	interaction of	active listening
analysis to	accuracy and	of musical	produce a	tactical use of	skills to obtain and
works of art in	consistent	works.	quality sound.	strategies, positive	clarify information.
dance, music,	sound quality?			mental attitudes,	
theatre, and		Every individual	Understand how	competent skill	9.4.12.A.41
visual art.		contributes to	to tune	levels, and	Evaluate
		the quality of an	individual notes	teamwork.	organizational
1.1.12.B.1		ensemble	and notes within		policies and
Examine how		performance.	chords and apply	2.5.12.B.2 Apply a	procedures that
aspects of			that knowledge	variety of mental	contribute to
meter, rhythm,		Developing	to the production	strategies to improve	continuous
tonality,		musicianship	of good	performance.	improvement in
intervals,		skills requires	ensemble		performance and
chords, and		constant self-	intonation.	2.5.12.B.3 Analyze	compliance.
harmonic		reflection and		factors that	
progressions are		critique.	Use active	influence intrinsic	9.4.12.C.(4).7
organized and			listening to	and extrinsic	Demonstrate a
manipulated to		Technology	identify one's	motivation and	varied repertoire of
establish unity		impacts the	intonation within	employ techniques	music through
and variety in		creation and	the ensemble	to enhance	vocal or
genres of		performance of	and adjust	individual and team	instrumental
musical		music.	instrument to	effectiveness.	performance, alone
compositions.			blend with the	World Language	and with others, to
		Career insights	ensemble's	Integration:	show competence
1.3.12.B.2		are gained	overall	7.1 Content	with fundamental
Analyze how		through the	intonation.	Statement	elements used in
the elements of		integration of		(Linguistic) - The	the pathway.
music are		knowledge and	Understand and	Novice-Mid	0.440.07.5
manipulated in		ideas from	adjust for the	language learner	9.4.12.C.(4).14
original or		readings,	individual pitch	understands and	Analyze aural
prepared		observations,	tendencies of the	communicates at	examples of
musical scores.		discussions, and	full range of	the word level and	musical
		hands-on-work.		can independently	compositions

Content Statement - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	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	one's instrument.	identify and recognize memorized words and phrases that bring meaning to text.	representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway. CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply
	criteria. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.			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 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	21st Century Life & Career Standards
History	30	1.2 History of the	How does	Music changes	Categorize	Teacher-led	Literacy Integration:	9.1.8.D.3 Use
and	minutes	Arts and Culture: All	culture shape	over time due to	pieces of music	discussion in	W.8.2 Write	effective
Culture	per	students will	the sound of	cultural shifts,	by genre and	class regarding	informative/explanatory	communication
	week	understand the role,	music?	events in world	time period.	stylistic and	texts to examine a topic and	skills in face-to-
		development, and		history, and		era-specific	convey ideas, concepts, and	face and online
		influence of the arts	In what ways	technological	Compare and	musical	information through the	interactions with
		throughout history	have	advances.	contrast the	nuances.	selection, organization, and	peers and adults
		and across cultures.	technological		usage of		analysis of relevant	from home and
			advances	There are many	elements of	Listening	content.	from diverse
		1.4 Aesthetic	changed the	different reasons	rhythm, tempo,	activity where		cultures.
		Responses and	sound of music	why music is	pitch and meter	students will	W.8.4. Produce clear and	
		Critique	over time?	written and	between	compare and	coherent writing in which	9.4.12.A.10
		Methodologies: All		performed,	musical genres.	contrast	the development,	Interpret verbal
		students will	Why is	including		characteristics	organization, and style are	and nonverbal
		demonstrate and	knowing the	communication,	Evaluate the	of what they	appropriate to task,	cues/behaviors
		apply an	history of wind	emotional	impact of	hear.	purpose, and audience.	to enhance
		understanding of arts	band and wind	expression,	instrument		(Grade-specific	communication.
		philosophies,	band repertoire	storytelling and	design on the		expectations for writing	
		judgment, and	important to	the	composition		types are defined in	9.4.12.A.11
		analysis to works of	the	commemoration	and		standards 1–3 above.)	Apply active
		art in dance, music,	understanding	of a person or	performance of			listening skills to
		theatre, and visual	of how to	event.	music from		W.8.5. With some guidance	obtain and
		art.	perform that		various time		and support from peers and	clarify
			type of music	Through the	periods.		adults, develop and	information.
		1.2.12.A.1 Determine	in that type of	study of the arts,			strengthen writing as	
		how dance, music,	ensemble?	people learn to	Make aesthetic		needed by planning,	9.4.12.C.(4).5
		theatre, and visual art		make informed	judgments		revising, editing, rewriting,	Demonstrate
		have influenced	How do the	critical	based on		or trying a new approach,	knowledge of
		world cultures	elements of	judgments and	personal criteria		focusing on how well	music theory to
		throughout history.	music differ	learn to respect	for determining		purpose and audience have	convey an
		1010107	across time	one's own	musical		been addressed.	understanding of
		1.2.12.A.2 Justify the	periods and	expression and	preference.		WY O C YY	fundamental
		impact of innovations	cultures?	those of others.			W.8.6. Use technology,	themes and
		in the arts (e.g., the					including the Internet, to	patterns.
		availability of music	How does the	The critical			produce and publish	
		online) on societal	exposure to	process of			writing and present the	

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	norms and habits of	various	observing,		relationships between	9.4.12.C.(4).6
	mind in various	cultures	describing,		information and ideas	Analyze aural
	historical eras.	influence	analyzing,		efficiently as well as to	examples of
		individual,	interpreting, and		interact and collaborate	musical
	1.4.12.A.1 Use	emotional, and	evaluating leads		with others.	compositions
	contextual clues to	kinesthetic	to informed			representing
	differentiate between	responses to	judgments		W.8.7. Conduct short	diverse styles,
	unique and common	music?	regarding the		research projects to answer	cultures, and
	properties and to		relative merits		a question (including a self-	historical
	discern the cultural	Do you need to	of musical		generated question),	periods to build
	implications of works	know the	works.		drawing on several sources	a broad
	of dance, music,	composer's			and generating additional	understanding of
	theatre, and visual	intention to	Every individual		related, focused questions	the styles in the
	art.	appreciate the	contributes to		that allow for multiple	pathway.
		work?	the quality of an		avenues of exploration.	
	1.4.12.B.2 Evaluate		ensemble			9.4.12.C.(4).7
	how an artist's	What feeling	performance.		W.8.8. Gather relevant	Demonstrate a
	technical proficiency	does the			information from multiple	varied repertoire
	may affect the	composer want	Developing		print and digital sources,	of music through
	creation or	to evoke?	musicianship		using search terms	vocal or
	presentation of a		skills requires		effectively; assess the	instrumental
	work of art, as well	How does the	constant self-		credibility and accuracy of	performance,
	as how the context in	composer	reflection and		each source; and quote or	alone and with
	which a work is	represent that	critique.		paraphrase the data and	others, to show
	performed or shown	in the written			conclusions of others while	competence with
	may impact	music?	Technology		avoiding plagiarism and	fundamental
	perceptions of its		impacts the		following a standard format	elements used in
	significance/meaning.	How do	creation and		for citation.	the pathway.
		cultural and	performance of			
		historical	music.		W.8.10. Write routinely	CRP1. Act as a
		events impact			over extended time frames	responsible and
		music making	Career insights		(time for research,	contributing
		and how do	are gained		reflection, and revision)	citizen and
		audiences	through the		and shorter time frames (a	employee.
		respond to that	integration of		single sitting or a day or	
		music?	knowledge and		two.	CRP2. Apply
			ideas from			appropriate
		How does a	readings,		SL.8.1. Engage effectively	academic and
		composer	observations,		in a range of collaborative	technical skills.
		represent	discussions, and		discussions (one-on-one, in	
		historical	hands-on-work.		groups, and teacher-led)	
	•		•	•	- · · · · · · · · · · · · · · · · · · ·	•

events when		1	with diverse partners on	CRP4.
composing?	To express their		grade 8 topics, texts, and	Communicate
composing:	_			
	musical ideas,		issues, building on others'	clearly and
	musicians		ideas and expressing their	effectively and
	analyze,		own clearly.	with reason.
	evaluate, and			
	refine their		SL.8.4. Present claims and	CRP5. Consider
	performance		findings, emphasizing	the
	over time		salient points in a focused,	environmental,
	through		coherent manner with	social and
	openness to new		relevant evidence, sound	economic
	ideas,		valid reasoning, and well-	impacts of
	persistence, and		chosen details; use	decisions.
	the application		appropriate eye contact,	
	of appropriate		adequate volume, and clear	CRP6.
	criteria.		pronunciation.	Demonstrate
				creativity and
	The personal		SL.8.5. Integrate	innovation.
	evaluation of		multimedia and visual	
	musical work(s)		displays into presentations	CRP8. Utilize
	and		to clarify information,	critical thinking
	performance(s)		strengthen claims and	to make sense of
	is informed by		evidence, and add interest.	problems and
	analysis,			persevere in
	interpretation,		L.8.1. Demonstrate	solving them.
	and established		command of the	
	criteria.		conventions of standard	CRP9. Model
			English grammar and usage	integrity, ethical
			when writing or speaking.	leadership and
				effective
			L.8.2. Demonstrate	management.
			command of the	
			conventions of standard	CRP10. Plan
			English capitalization,	education and
			punctuation, and spelling	career paths
			when writing.	aligned to
			-	personal goals.
			L.8.3. Use knowledge of	_
			language and its	CRP11. Use
			conventions when writing,	technology to

		speaking, reading, or listening.	enhance productivity.
		L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CRP12. Work productively in teams while using cultural global competence.
		Social Studies Integration: 6.1 U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage.	
		6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures.	
		6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation,	

		and Enlightenment led to
		political, economic, and
		cultural changes that have
		had a lasting impact.
		nad a fasting impact.
		6.2.12.D.2.a Determine the
		factors that led to the
		Renaissance and the impact
		on the arts.
		6.2.12.C.3.d Determine
		how, and the extent to
		which, scientific and
		technological changes,
		transportation, and new
		forms of energy brought
		about massive social,
		economic, and cultural
		changes.
		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 sound and
		images.
		9.1.9 E.1 Cother and
		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	21 st Century Life & Career Standards
Individual	Approx.	1.3 Performance:	How does	Music changes	Exhibit proper	Individual	Literacy	9.1.8.C.1
Performance	150	All students will	proper	over time due to	playing posture	and/or recorded	Integration:	Determine an
Skills and	minutes	synthesize those	instrument	cultural shifts,	in a variety of	scale, etude, or	L.8.6. Acquire and	individual's
Technique	per	skills, media,	carriage and	events in world	environments.	excerpt	use accurately grade-	responsibility for
	week	methods, and	posture affect	history, and		performance	appropriate general	personal actions
		technologies	the produced	technological	Perform major	assessments	academic and	and contributions
		appropriate to	sound?	advances.	scales and	based on	domain-specific	to group activities.
		creating,			natural minor	teacher-created	words and phrases;	
		performing,	How do basic	There are many	scales in keys up	rubrics.	gather vocabulary	9.1.8.D.3 Use
		and/or	exercises such	different reasons	to 7 sharps and 7		knowledge when	effective
		presenting works	as scales and	why music is	flats through the	Visual	considering a word or	communication
		of art in dance,	etudes help	written and	range of their	observation of	phrase important to	skills in face-to-
		music, theatre,	strengthen an	performed,	instrument.	correct	comprehension or	face and online
		and visual art.	individual's	including		performance	expression.	interactions with
			ability to	communication,	Demonstrate the	technique.		peers and adults
		1.3.8.B.1	perform solo	emotional	ability to sight-		Health & Phys Ed	from home and
		Perform	and ensemble	expression,	read in different	Through the use	Integration:	from diverse
		instrumental or	music?	storytelling and	time signatures,	of digital media	2.5 Content	cultures.
		vocal		the	key signatures,	and/or live	Statement -	
		compositions	How does	commemoration	and styles.	performances,	Movement skill	9.1.8.F.1
		using complex	technical	of a person or		the students will	performance is	Demonstrate how
		standard and	fluency impact	event.	Exhibit proper	observe and	primarily impacted	productivity and
		non-standard	an artist's		playing	evaluate	by the quality of	accountability
		Western, non-	ability to	Through the	technique and	individual	instruction, practice,	contribute to
		Western, and	communicate?	study of the arts,	hand placement	instrumental	assessment, feedback,	realizing
		avant-garde		people learn to	each and every	soloists for	and effort.	individual or
		notation.	How can the	make informed	time they play	elements of		group work goals
			individual	critical	their instrument.	sound	2.6.12.A.5 Debate the	within or outside
		1.3.8.B.2	performer	judgments and		production,	use of performance-	the classroom.
		Perform	affect the	learn to respect	Deconstruct a	style,	enhancing substances	
		independently	ensemble	one's own	piece of music	articulation, and	(i.e., anabolic steroids	CRP1. Act as a
		and in groups	positively?	expression and	in order to	technique.	and other legal and	responsible and
		with expressive	Negatively?	those of others.	carefully and		illegal substances) to	contributing
		qualities			thoroughly		improve	citizen and
		appropriately	How do the	The critical	rehearse and		performance.	employee.
		aligned with the	elements of	process of				

stylistic	each instrument	observing,	prepare oneself	Math Integration:	CRP2. Apply
characteristics of	impact the	describing,	for performance.	3.NF.1 Understand a	appropriate
the genre.	quality of	analyzing,	Tor perrormance.	fraction 1/b as the	academic and
the genre.	sound the	interpreting, and	Focus	quantity formed by 1	technical skills.
1.3.8.B.3 Apply	instrument is	evaluating leads	consistently on	part when a whole is	teenmear skins.
theoretical	able to	to informed	the small details,	partitioned into b	CRP4.
understanding of	produce?	judgments	such as proper	equal parts;	Communicate
expressive and	produce.	regarding the	articulation,	understand a fraction	clearly and
dynamic music	How much	relative merits	finger/hand	a/b as the quantity	effectively and
terminology to	individual	of musical	technique,	formed by a parts of	with reason.
the performance	personal	works.	dynamic	size 1/b.	with reason.
of written scores	practice time is	WOIKS.	contrast, et. al.,	SIZC 1/U.	CRP5. Consider
in the grand	needed to	Every individual	striving for	3.NF.3 Explain	the environmental,
staff.	enhance one's	contributes to	accuracy and	equivalence of	social and
stair.	experience in	the quality of an	consistency each	fractions in special	economic impacts
	the ensemble?	ensemble	time the	cases and compare	of decisions.
	the chsemble:	performance.	instrument is	the fractions by	of decisions.
	Why is	performance.	played.	reasoning about their	CRP6.
	listening to	Developing	prayed.	size.	Demonstrate
	other specific	musicianship		SIZE.	creativity and
	instrumentalists	skills requires		4.NF.3 Content	innovation.
	important in	constant self-		Statement -	iiiiovatioii.
	the	reflection and		Understand addition	CRP8. Utilize
	development of	critique.		and subtraction of	critical thinking to
	one's own skill	critique.		fractions as joining	make sense of
	set?	Technology		and separating parts	problems and
	Set:	impacts the		referring to the same	persevere in
	How can an	creation and		whole.	solving them.
	individual	performance of		whole.	sorving them.
	actively listen	music.		Science Integration:	CRP9. Model
	within an	music.		5.2 Content	integrity, ethical
	ensemble?	Career insights		Statement - Objects	leadership and
	chschiole:	are gained		undergo different	effective
	How does	through the		kinds of motion	management.
	actively	integration of		(translational,	management.
	listening within	knowledge and		rotational, and	CRP10. Plan
	an ensemble	ideas from		vibrational).	education and
	impact one's	readings,		viorationar).	career paths
	own	observations,		5.2 Content	aligned to
	performance	discussions, and		Statement - The	personal goals.
	techniques?	hands-on-work.		motion of an object	personar goars.
	techniques:	nanus-on-work.		monon or an object	

		changes only when a	CRP11. Use
How does	To express their	net force is applied	technology to
actively	musical ideas,	(percussion).	enhance
listening within	musicians		productivity.
an ensemble	analyze,	Technology	
impact the	evaluate, and	Integration:	CRP12. Work
overall	refine their	8.1 Educational	productively in
ensemble	performance	Technology: All	teams while using
sound?	over time	students will use	cultural global
	through	digital tools to access,	competence.
	openness to new	manage, evaluate,	
	ideas,	and synthesize	
	persistence, and	information in order	
	the application	to solve problems	
	of appropriate	individually and	
	criteria.	collaboratively and to	
		create and	
	The personal	communicate	
	evaluation of	knowledge.	
	musical work(s)		
	and	8.2.12.F.2	
	performance(s)	Explain how material	
	is informed by	science impacts the	
	analysis,	quality of products.	
	interpretation,		
	and established	World Language	
	criteria.	Integration:	
		7.1.NM.A.2	
		Demonstrate	
		comprehension of	
		simple, oral and	
		written directions,	
		commands, and	
		requests through	
		appropriate physical	
		response.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Approx.	1.3 Performance: All	Why is	Music changes	Apply tempo	Live and/or	Literacy Integration:	9.1 Content
Performance	150	students will	listening an	over time due to	and dynamic	recorded	SL.9-10.1. Initiate and	Statement -
Skills, Sound	minutes	synthesize those	important skill	cultural shifts,	change to	rehearsal	participate effectively	Collaboration
Quality, &	per	skills, media,	when playing	events in world	individual and	evaluations	in a range of	and teamwork
Tone	week	methods, and	an instrument	history, and	ensemble	based on a	collaborative	enable
Production		technologies	within an	technological	performance by	teacher-	discussions (one-on-	individuals or
		appropriate to	ensemble?	advances.	following	created rubric.	one, in groups, and	groups to achieve
		creating, performing,			conducting		teacher-led) with	common goals
		and/or presenting	What strategies	There are many	gestures.	Self-	diverse partners on	with greater
		works of art in	can musicians	different reasons		evaluation of	grades 9–10 topics,	efficiency.
		dance, music,	use to correct	why music is	Identify melodic	individual and	texts, and issues,	
		theatre, and visual	and improve	written and	and harmonic	ensemble	building on others'	9.1 Content
		art.	intonation?	performed,	function of	intonation,	ideas and expressing	Statement -
				including	instrument	balance,	their own clearly and	Leadership
		1.4 Aesthetic	What makes a	communication,	groups within	blend,	persuasively.	abilities develop
		Responses and	good	emotional	the ensemble.	expression and		over time through
		Critique	performance?	expression,		aural	SL.9-10.6.	participation in
		Methodologies: All		storytelling and	Explain the	elements.	Adapt speech to a	groups and/or
		students will	What are the	the	correlation		variety of contexts and	teams that are
		demonstrate and	responsibilities	commemoration	between	Through	tasks, demonstrating	engaged in
		apply an	of musicians in	of a person or	ensemble	digital media	command of formal	challenging or
		understanding of arts	a performance	event.	appearance and	and/or live	English when	competitive
		philosophies,	setting?		behavior and	performances,	indicated or	activities.
		judgment, and		Through the	performance	students will	appropriate.	
		analysis to works of	How do	study of the arts,	quality.	research and		9.4.12.A.11
		art in dance, music,	audience and	people learn to		evaluate other	L.9-10.1. Demonstrate	Apply active
		theatre, and visual	environment	make informed	Choose	band	command of the	listening skills to
		art.	affect a	critical	strategies from a	performances	conventions of	obtain and clarify
			performance?	judgments and	list for	from all over	standard English	information.
		1.3.12.B.1 Analyze		learn to respect	addressing	the world for	grammar and usage	
		compositions from	How does the	one's own	specific musical	the elements	when writing or	9.4.12.A.41
		different world	ability to read	expression and	problems and	of music and	speaking.	Evaluate
		cultures and genres	and interpret	those of others.	issues in	the process of		organizational
		with respect to	music impact		performance.	musical	RL.9-10.5. Analyze	policies and
		technique,	musical	The critical		performance.	how an author's	procedures that
		musicality, and	fluency?	process of			choices concerning	contribute to

	1	T	T	ı	
stylistic nuance,	observing,	Explain how the		structure a text,	continuous
and/or perform	describing,	behavior of the	order ev	ents within it	improvement in
excerpts with	analyzing,	audience	(e.g., pa	rallel plots),	performance and
technical accuracy,	interpreting, and	impacts the	and mar	nipulate time	compliance.
appropriate	evaluating leads	overall musical	(e.g., pa	cing,	
musicality, and the	to informed	experience of a	flashbac	cks) create	9.4.12.C.(4).7
relevant stylistic	judgments	performance.	such eff	ects as	Demonstrate a
nuance.	regarding the		mystery	, tension, or	varied repertoire
	relative merits	Perform pieces	surprise		of music through
1.3.12.B.2 Analyze	of musical	from Grade			vocal or
how the elements of	works.	Levels 4 to 5	Health	& Phys Ed	instrumental
music are		(based on Basic	Integra	tion:	performance,
manipulated in	Every individual	Band Literature	2.2 Con	tent Statement	alone and with
original or prepared	contributes to	and Teaching	- Individ	dual and/or	others, to show
musical scores.	the quality of an	Music Through	group pr	ressure to be	competence with
	ensemble	Performance in	successi	ful in	fundamental
1.4.12.B.1 Formulate	performance.	Band standards).	competi	tive activities	elements used in
criteria for arts			can resu	ılt in a positive	the pathway.
evaluation using the	Developing		or negat	tive impact.	
principles of positive	musicianship				9.4.12.C.(4).5
critique and	skills requires		2.2.12.0	C.1 Analyze the	Demonstrate
observation of the	constant self-		impact of	of competition	knowledge of
elements of art and	reflection and		on perso	onal character	music theory to
principles of design,	critique.		develop	ment.	convey an
and use the criteria					understanding of
to evaluate works of	Technology		2.4 Con	tent Statement	fundamental
dance, music,	impacts the		- Individ	duals in	themes and
theatre, visual, and	creation and		healthy	relationships	patterns.
multimedia artwork	performance of		share the	oughts and	
from diverse cultural	music.		feelings	, have fun	9.4.12.C.(4).6
contexts and			together	, develop	Analyze aural
historical eras.	Career insights		mutual i	respect, share	examples of
	are gained		responsi	ibilities and	musical
1.4.12.B.2 Evaluate	through the		goals, an	nd provide	compositions
how an artist's	integration of		emotion	al security for	representing
technical proficiency	knowledge and		one ano	ther.	diverse styles,
may affect the	ideas from				cultures, and
creation or	readings,			tent Statement	historical periods
presentation of a	observations,			ment skill	to build a broad
work of art, as well	discussions, and		perform		understanding of
as how the context in	hands-on-work.		primaril	y impacted by	

which a work is performed or shown may impact perceptions of its significance/meaning .	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. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	the quality of instruction, practice, assessment, feedback, and effort. 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). Math Integration: 3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. 3.NF.3 Explain equivalence of fractions in special cases and compare the fractions by reasoning about their size.	the styles 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.
		fractions in special cases and compare the fractions by reasoning	Demonstrate creativity and
		4.NF.3 Content Statement – Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

				CRP9. Model
			Technology	integrity, ethical
			Integration:	leadership and
			8.1 Educational	effective
			Technology: All	management.
			students will use	
			digital tools to access,	CRP10. Plan
			manage, evaluate, and	education and
			synthesize information	career paths
			in order to solve	aligned to
			problems individually	personal goals.
			and collaboratively	CDD11 II
			and to create and	CRP11. Use
			communicate	technology to
			knowledge.	enhance productivity.
			8.2.12.F.2 Explain	productivity.
			how material science	CRP12. Work
			impacts the quality of	productively in
			products.	teams while
			products.	using cultural
			World Language	global
			Integration:	competence.
			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.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Critique	Approx.	1.4 Aesthetic	When is a	Music changes	Brainstorm	Critical essays	Literacy Integration:	9.1 Content Statement -
and	15	Responses and	piece of	over time due to	criteria for	about individual	W.9-10.1. Write	Collaboration and
Evaluation	minutes	Critique	music	cultural shifts,	critiquing a	and ensemble	arguments to support	teamwork enable
	per class	Methodologies:	prepared	events in world	performance	performances	claims in an analysis	individuals or groups to
	period	All students	enough to be	history, and	using music	based on teacher	of substantive topics	achieve common goals
		will	"performance	technological	specific	and student	or texts, using valid	with greater efficiency.
		demonstrate	ready"?	advances.	terminology.	generated criteria.	reasoning and relevant	
		and apply an					and sufficient	9.1 Content Statement -
		understanding	Why is using	There are many	Support	Students will	evidence.	Leadership abilities
		of arts	the proper	different reasons	judgments	respond to		develop over time
		philosophies,	vocabulary	why music is	about musical	teacher-directed	W.9-10.4. Produce	through participation in
		judgment, and	when	written and	performances	questions as part	clear and coherent	groups and/or teams
		analysis to	critiquing	performed,	using music	of a class	writing in which the	that are engaged in
		works of art in	essential to	including	specific criteria	discussion.	development,	challenging or
		dance, music,	successful	communication,	and		organization, and style	competitive activities.
		theatre, and	progress?	emotional	terminology.	Through digital	are appropriate to task,	
		visual art.		expression,		media and/or live	purpose, and audience.	9.1 Content Statement -
			How does	storytelling and	Identify	performances,		The nature of the 21st-
		1.4.12.A.1 Use	critique affect	the	strengths and	students will	SL.9-10.1. Initiate and	century workplace has
		contextual	the	commemoration	weaknesses in	research and	participate effectively	shifted, demanding
		clues to	development	of a person or	individual and	evaluate other	in a range of	greater individual
		differentiate	of an	event.	ensemble	band	collaborative	accountability,
		between	ensemble as it		performances.	performances	discussions (one-on-	productivity, and
		unique and	pertains to the	Through the		from all over the	one, in groups, and	collaboration.
		common	individuals	study of the arts,	Understand	world for the	teacher-led) with	
		properties and	who make up	people learn to	what to listen	elements of music	diverse partners on	9.1.12.F.2 Demonstrate
		to discern the	the ensemble?	make informed	for when	and the process of	grades 9–10 topics,	a positive work ethic in
		cultural		critical	actively	musical	texts, and issues,	various settings,
		implications of	What is the	judgments and	critiquing a	performance.	building on others'	including the classroom
		works of	importance of	learn to respect	piece of music.		ideas and expressing	and during structured
		dance, music,	self-	one's own			their own clearly and	learning experiences.
		theatre, and	evaluation as	expression and	Determine		persuasively.	
		visual art.	it pertains to a	those of others.	what part of a			9.4.12.A.8 Use correct
			performance?		musical work		SL.9-10.6. Adapt	grammar, punctuation,
		1.4.12.A.4		The critical	to critique		speech to a variety of	and terminology to
		Evaluate how		process of	before		contexts and tasks,	

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exposure to	Why are	observing,	critiquing it and	demonstrating	write and edit
various	critics	describing,	develop a	command of formal	documents.
cultures	essential in	analyzing,	specific rubric	English when	0.4.10.4.11.4.1
influences	the	interpreting, and	or list of	indicated or	9.4.12.A.11 Apply
individual,	development	evaluating leads	criteria to aid in	appropriate.	active listening skills to
emotional,	and progress	to informed	the process.		obtain and clarify
intellectual,	of the music	judgments		L.9-10.1. Demonstrate	information.
and kinesthe	ic industry?	regarding the	Actively listen	command of the	
responses to		relative merits	to a variety of	conventions of	9.4.12.A.41 Evaluate
artwork.	How will	of musical	ensembles at a	standard English	organizational policies
	active	works.	variety of	grammar and usage	and procedures that
1.4.12.B.1	listening help		levels to	when writing or	contribute to
Formulate	one become a	Every individual	determine a	speaking.	continuous
criteria for a	ts better critic	contributes to	good quality		improvement in
evaluation	and	the quality of an	ensemble.	L.9-10.2. Demonstrate	performance and
using the	performer?	ensemble		command of the	compliance.
principles of		performance.		conventions of	
positive				standard English	9.4.12.C.(4).5
critique and		Developing		capitalization,	Demonstrate
observation		musicianship		punctuation, and	knowledge of music
the elements	of	skills requires		spelling when writing.	theory to convey an
art and		constant self-			understanding of
principles of		reflection and		Health & Phys Ed	fundamental themes
design, and t		critique.		Integration:	and patterns.
the criteria to)			Content Statement -	
evaluate wor	ks	Technology		Individual and/or	9.4.12.C.(4).6 Analyze
of dance,		impacts the		group pressure to be	aural examples of
music, theatr	e,	creation and		successful in	musical compositions
visual, and		performance of		competitive activities	representing diverse
multimedia		music.		can result in a positive	styles, cultures, and
artwork fron	1			or negative impact.	historical periods to
diverse cultu	ral	Career insights			build a broad
contexts and		are gained		2.2.12.C.1 Analyze the	understanding of the
historical era	s.	through the		impact of competition	styles in the pathway.
		integration of		on personal character	
		knowledge and		development	9.4.12.C.(4).7
		ideas from			Demonstrate a varied
		readings,		Science Integration:	repertoire of music
		observations,		5.1 Content Statement	through vocal or
		discussions, and		- Revisions of	instrumental
		hands-on-work.		predictions and	performance, alone and

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		explanations are based	with others, to show
To express their		on systematic	competence with
musical ideas,		observations, accurate	fundamental elements
musicians		measurements, and	used in the pathway.
analyze,		structured	
evaluate, and		data/evidence.	CRP1. Act as a
refine their			responsible and
performance		Technology	contributing citizen and
over time		Integration:	employee.
through		8.1 Educational	
openness to new		Technology: All	CRP2. Apply
ideas,		students will use	appropriate academic
persistence, and		digital tools to access,	and technical skills.
the application		manage, evaluate, and	
of appropriate		synthesize information	CRP4. Communicate
criteria.		in order to solve	clearly and effectively
		problems individually	and with reason.
The personal		and collaboratively	
evaluation of		and to create and	CRP5. Consider the
musical work(s)		communicate	environmental, social
and		knowledge.	and economic impacts
performance(s)			of decisions.
is informed by			
analysis,			CRP6. Demonstrate
interpretation,			creativity and
and established			innovation.
criteria.			
			CRP8. Utilize critical
			thinking to make sense
			of problems and
			persevere in solving
			them.
			CDDO M 1111
			CRP9. Model integrity,
			ethical leadership and
			effective management.
			CDD10 Dlag - 1
			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 st Century Life & Career Standards
Rhythm,	Approx.	1.1 The Creative	How is rhythm	Music changes	Count written	Teacher	Literacy Integration:	9.4.12.C.(4).7
Dynamics,	150	Process: All	connected to	over time due to	rhythms using	observation of	L.9-10.1.	Demonstrate a
&	minutes	students will	different	cultural shifts,	the appropriate	class rhythmic	Demonstrate	varied repertoire of
Articulation	per	demonstrate an	cultures and	events in world	terminology.	exercises.	command of the	music through
	week	understanding of	eras?	history, and			conventions of	vocal or
		the elements and		technological	Clap, play, or	Evaluation of	standard English	instrumental
		principles that	What is the	advances.	perform written	written rhythmic	grammar and usage	performance, alone
		govern the	importance of		rhythms using	exercises.	when writing or	and with others, to
		creation of works	rhythm in the	There are many	the correct		speaking.	show competence
		of art in dance,	overall sound	different reasons	subdivisions	Self-evaluation		with fundamental
		music, theatre,	of a piece?	why music is	with a steady	of individual and	RL.9-10.5. Analyze	elements used in
		and visual art.		written and	tempo.	ensemble	how an author's	the pathway.
			How does	performed,		rhythmic	choices concerning	
		1.3 Performance:	articulation	including	Write rhythms	exercises.	how to structure a	9.4.12.C.(4).5
		All students will	affect the	communication,	that are clapped		text, order events	Demonstrate
		synthesize those	sound of a	emotional	or performed in	Self-critique and	within it (e.g., parallel	knowledge of
		skills, media,	piece?	expression,	dictation form.	evaluation of	plots), and manipulate	music theory to
		methods, and		storytelling and		excerpts and	time (e.g., pacing,	convey an
		technologies	Why is it	the	Differentiate	phrases that use	flashbacks) create	understanding of
		appropriate to	important for	commemoration	among and	different	such effects as	fundamental
		creating,	everyone in the	of a person or	perform the	articulation styles	mystery, tension, or	themes and
		performing,	entire ensemble	event.	many different		surprise.	patterns.
		and/or presenting	to perform the		types of	Self-critique and		
		works of art in	articulations in	Through the	articulations	evaluation of	Math Integration:	9.4.12.C.(4).6
		dance, music,	the same	study of the arts,	written in a	excerpts and	3.NF.1 Understand a	Analyze aural
		theatre, and	manner?	people learn to	piece of music	phrases that use	fraction 1/b as the	examples of
		visual art.		make informed	(slur, legato,	different dynamic	quantity formed by 1	musical
			How do	critical	tenuto, staccato,	levels.	part when a whole is	compositions
		1.4 Aesthetic	varieties of	judgments and	marcato, et al.).		partitioned into b	representing
		Responses &	articulations	learn to respect			equal parts;	diverse styles,
		Critique	and dynamics	one's own	Understand that		understand a fraction	cultures, and
		Methodologies:	relate to style?	expression and	articulations		a/b as the quantity	historical periods to
		All students will		those of others.	may be written		formed by a parts of	build a broad
		demonstrate and	How do		differently and		size 1/b.	understanding of
		apply an	dynamics	The critical	need to be			the styles in the
		understanding of	reflect the	process of	performed			pathway.

	arts philosophies,	intentions of	observing,	differently,	3.NF.3 Explain	
			•	based on the era	_	CRP1. Act as a
1	judgment, and	the composer in how the	describing,	in which the	equivalence of	
	analysis to works	music should	analyzing,		fractions in special	responsible and
	of art in dance,		interpreting, and	piece was	cases and compare the	contributing citizen
	music, theatre,	be portrayed?	evaluating leads	written, the	fractions by reasoning	and employee.
	and visual art.		to informed	composer's	about their size.	CDDA 4 1
	1 1 10 D 1	Are dynamic	judgments	intentions, the	ANTE O C	CRP2. Apply
	1.1.12.B.1	levels the same	regarding the	publisher, and	4.NF.3 Content	appropriate
	Examine how	from piece to	relative merits	many other	Statement	academic and
	aspects of meter,	piece?	of musical	factors.	- Understand addition	technical skills.
	rhythm, tonality,		works.		and subtraction of	
	intervals, chords,			Define and	fractions as joining	CRP4.
	and harmonic		Every individual	perform the	and separating parts	Communicate
1 1 1	progressions are		contributes to	many different	referring to the same	clearly and
	organized and		the quality of an	types of	whole.	effectively and
	manipulated to		ensemble	dynamics (pp, p,		with reason.
	establish unity		performance.	mp, mf, f, ff)	Science Integration:	
	and variety in			including effect	5.2 Content Statement	CRP5. Consider
	genres of musical		Developing	dynamics (fp,	- Objects undergo	the environmental,
	compositions.		musicianship	sfz, et al.).	different kinds of	social and
			skills requires		motion (translational,	economic impacts
	1.1.12.B.2		constant self-		rotational, and	of decisions.
	Synthesize		reflection and		vibrational).	
	knowledge of the		critique.		·	CRP6.
	elements of		•		World Languages	Demonstrate
	music in the		Technology		Integration:	creativity and
	deconstruction		impacts the		7.1 Content Statement	innovation.
	and performance		creation and		(Linguistic) - The	
	of complex		performance of		Novice-Mid language	CRP8. Utilize
	musical scores		music.		learner understands	critical thinking to
	from diverse				and communicates at	make sense of
	cultural contexts.		Career insights		the word level and	problems and
			are gained		can	persevere in
	1.3.12.B.1		through the		independently identify	solving them.
	Analyze		integration of		and recognize	6
	compositions		knowledge and		memorized words and	CRP9. Model
	from different		ideas from		phrases that bring	integrity, ethical
	world cultures		readings,		meaning to text.	leadership and
	and genres with		observations,			effective
	respect to		discussions, and			management.
	technique,		hands-on-work.			
	toominguo,		nanas on work.			

musicality, and		CRP10. Plan
stylistic nuance,	To express their	education and
and/or perform	musical ideas,	career paths
excerpts with	musicians	aligned to personal
technical	analyze,	goals.
accuracy,	evaluate, and	
appropriate	refine their	CRP11. Use
musicality, and	performance	technology to
the relevant	over time	enhance
stylistic nuance.	through	productivity.
	openness to new	
1.3.12.B.2	ideas,	CRP12. Work
Analyze how the	persistence, and	productively in
elements of	the application	teams while using
music are	of appropriate	cultural global
manipulated in	criteria.	competence.
original or		•
prepared musical	The personal	
scores.	evaluation of	
	musical work(s)	
	and	
	performance(s)	
	is informed by	
	analysis,	
	interpretation,	
	and established	
	criteria.	

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Phrasing	Approx.	1.1 The Creative	What feeling	Music changes	Identify and	Teacher	Literacy Integration:	9.4.12.C.(4).7
and	15	Process: All	does the	over time due to	explain	observation of	L.9-10.1. Demonstrate	Demonstrate a
Melody	minutes	students will	composer want	cultural shifts,	compositional	class melodic	command of the	varied repertoire of
	per class	demonstrate an	to evoke and	events in world	techniques and	exercises.	conventions of	music through vocal
	period	understanding of	how does the	history, and	devices used to		standard English	or instrumental
		the elements and	composer	technological	provide unity	Self-evaluation	grammar and usage	performance, alone
		principles that	represent that in	advances.	and variety and	of individual	when writing or	and with others, to
		govern the	the written		tension and	and ensemble	speaking.	show competence
		creation of works	music?	There are many	release in a	melodic and	DY 0 10 5 A 1	with fundamental
		of art in dance,	** 1 1	different reasons	musical work.	phrasing	RL.9-10.5. Analyze	elements used in the
		music, theatre, and	How does the	why music is	G: 1	exercises.	how an author's	pathway.
		visual art.	ability to read	written and	Give examples	Class	choices concerning	0.4.12.07(4).5
		1.2 Danfannanaa	and interpret	performed,	of other works	Class discussions	how to structure a text,	9.4.12.C.(4).5
		1.3 Performance: All students will	music impact musical	including	that make similar uses of		order events within it	Demonstrate
		synthesize those	fluency?	communication, emotional	previously	regarding the placement of	(e.g., parallel plots), and manipulate time	knowledge of music theory to convey an
		skills, media,	Trueficy?	expression,	stated devices	phrases within	(e.g., pacing,	understanding of
		methods, and	How important	storytelling and	and techniques.	the contour of	flashbacks) create	fundamental themes
		technologies	are the written	the	and techniques.	the melody.	such effects as	and patterns.
		appropriate to	elements of	commemoration	Analyze and	the melody.	mystery, tension, or	and patterns.
		creating,	music when	of a person or	describe uses		surprise.	9.4.12.C.(4).6
		performing, and/or	performing a	event.	of the elements		surprise.	Analyze aural
		presenting works	piece for the	C (CIII.	of music in a		Science Integration:	examples of musical
		of art in dance,	first time?	Through the	given work that		5.2 Content Statement	compositions
		music, theatre, and		study of the arts,	make it unique,		- Objects undergo	representing diverse
		visual art.	How does an	people learn to	interesting, and		different kinds of	styles, cultures, and
			understanding of	make informed	expressive.		motion (translational,	historical periods to
		1.4 Aesthetic	nuanced stylistic	critical	•		rotational, and	build a broad
		Responses &	differences	judgments and	Listen to and		vibrational).	understanding of the
		Critique	among various	learn to respect	compare			styles in the
		Methodologies:	genres make one	one's own	various pieces			pathway.
		All students will	more fluent in	expression and	of music and			
		demonstrate and	music literacy?	those of others.	discuss tempo,			CRP1. Act as a
		apply an			dynamics,			responsible and
		understanding of	How will	The critical	instrumentation			contributing citizen
		arts philosophies,	listening to other	process of				and employee.

judgment, and	pieces within the	observing,	, phrasing, and		
analysis to works	same genre or	describing,	style.		CRP2. Apply
of art in dance,	style help you	analyzing,			appropriate
music, theatre, and	understand how	interpreting, and	Demonstrate		academic and
visual art.	to play those	evaluating leads	the ability to		technical skills.
	pieces?	to informed	play their		
1.1.12.B.1		judgments	instruments		CRP4.
Examine how	How can breath	regarding the	with the		Communicate
aspects of meter,	marks impact	relative merits	stylistic		clearly and
rhythm, tonality,	musical	of musical	characteristics		effectively and with
intervals, chords,	fluency?	works.	of different		reason.
and harmonic			musical eras.		
progressions are		Every individual	Identify where		CRP5. Consider the
organized and		contributes to	the phrases		environmental,
manipulated to		the quality of an	within the		social and economic
establish unity and		ensemble	piece of music		impacts of
variety in genres		performance.	begin and end.		decisions.
of musical			Evaluate the		
compositions.		Developing	proper places		CRP6. Demonstrate
		musicianship	to breathe		creativity and
1.1.12.B.2		skills requires	within a		innovation.
Synthesize		constant self-	musical work.		
knowledge of the		reflection and			CRP8. Utilize
elements of music		critique.			critical thinking to
in the					make sense of
deconstruction and		Technology			problems and
performance of		impacts the			persevere in solving
complex musical		creation and			them.
scores from		performance of			
diverse cultural		music.			CRP9. Model
contexts.					integrity, ethical
		Career insights			leadership and
1.3.12.B.2		are gained			effective
Analyze how the		through the			management.
elements of music		integration of			
are manipulated in		knowledge and			CRP10. Plan
original or		ideas from			education and career
prepared musical		readings,			paths aligned to
scores.		observations,			personal goals.
		discussions, and			
		hands-on-work.			

1.4.12.A.1 Use		CRP11. Use
contextual clues to	To express their	technology to
differentiate	musical ideas,	enhance
between unique	musicians	productivity.
and common		productivity.
	analyze,	CRP12. Work
properties and to	evaluate, and	
discern the	refine their	productively in
cultural	performance	teams while using
implications of	over time	cultural global
works of dance,	through	competence.
music, theatre, and	openness to new	
visual art.	ideas,	
	persistence, and	
1.4.12.A.2	the application	
Speculate on the	of appropriate	
artist's intent,	criteria.	
using discipline-		
specific arts	The personal	
terminology and	evaluation of	
citing embedded	musical work(s)	
clues to	and	
substantiate the	performance(s)	
hypothesis.	is informed by	
	analysis,	
1.4.12.B.2	interpretation,	
Evaluate how an	and established	
artist's technical	criteria.	
proficiency may		
affect the creation		
or presentation of		
a work of art, as		
well as how the		
context in which a		
work is performed		
or shown may		
impact perceptions		
of its significance		
or meaning.		

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Band Library – List available upon request.

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Unit 1 Intonation, Tone, & Warm- Up	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer
Unit 2 History & Culture	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist
Unit 3 Individual Performance Skills & Technique	Professional Musician Music Teacher Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer
Unit 4 Ensemble Performance Skills, Sound Quality, & Tone Production	Professional Musician Music Teacher Educator Composer Conductor College Professor

	Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 5 Critique & Evaluation	Professional Musician Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger
Unit 6 Rhythm, Dynamics, & Articulation	Professional Musician Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Music Arranger
Unit 7 Phrasing & Melody	Professional Musician Educator Composer Conductor College Professor Film/Television Music Producer Theatrical Musician Artistic Director Theatrical Director Stage Manager Orchestrator Music Therapist Arts Critic/Writer Musicologist Music Arranger