HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT HILLSBOROUGH HIGH SCHOOL MUSIC CURRICULUM MUSIC EXPLORATIONS GRADES 9-12 AUGUST 2019

Music Explorations Grades 9-12 Course Overview

This half-year course curriculum is designed to meet the needs of small groups of special education students. It meets each day for approximately 50 minutes. Skills and concepts are adapted to meet each student's particular learning needs.

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
Melodic	Approx.	1.1 The Creative	How does pitch	Following	Aurally and visually	Visual	Literacy	CRP1. Act as
Elements	10 days	Process: All	direction affect	classroom rules and	identify and low sounds.	observation of	Integration:	a responsible
		students will	melodic	procedures leads to		student	L.9-10.1.	and
		demonstrate an	contour?	an environment	Aurally and visually	achievement.	Demonstrate	contributing
		understanding of		where all can work	identify upward and		command of the	citizen and
		the elements and	What role does	to their individual	downward melodic	Student oral	conventions of	employee.
		principles that	melody play in	potentials.	motion.	response to	standard English	
		govern the creation	creating a		•	teacher-	grammar and	CRP2. Apply
		of works of art in	song?	Playing a musical	Identify names of pitches	directed	usage when	appropriate
		dance, music,		instrument or	in treble and bass clefs	questions	writing or	academic and
		theater and visual	How and why	singing provides			speaking.	technical
		art.	is music	people with an	Compose melodies using		DY 0 40 7	skills.
		4.2.7. 0	notated?	emotional outlet	sounds from different		RL.9-10.5.	CD D 4
		1.2 Performance:		and a means of self-	sources.		Analyze how an	CRP4.
		All students will		expression.			author's choices	Communicate
		synthesize those		36 1	Perform short melodies		concerning how	clearly and
		skills, media,		Music changes over	on classroom		to structure a text,	effectively and
		methods and		time due to cultural	instruments.		order events	with reason.
		technologies		shifts, events in	G . 17		within it (e.g.,	CDDC
		appropriate to		world history, and	Suggested Learning		parallel plots),	CRP5.
		creating,		technological	Activities:		and manipulate	Consider the
		performing, and /		advances.	Move body in the		time (e.g., pacing,	environmental,
		or presenting works of art in dance,		There en and an annual	direction of the melody (upward/downward,		flashbacks) create such effects as	social and economic
		music, theater and		There are many different reasons	high/low) while singing			
		visual art.		why music is	or listening to music.		mystery, tension,	impacts of decisions.
		visuai ait.		written and	of fistening to music.		or surprise.	uccisions.
		1.1.12.B.1 Examine		performed,	Play games with		Health & Phys	CRP6.
		how aspects of		including	treble/bass clef grand		Ed Integration:	Demonstrate
		meter, rhythm,		communication,	staff.		2.5 Content	creativity and
		tonality, intervals,		emotional	Starr.		Statement -	innovation.
		chords and		expression,	Use online resources to		Movement skill	iiiiovatioii.
		harmonic		storytelling and the	create a sound		performance is	CRP8. Utilize
		progressions are		commemoration of	composition and		primarily	critical
		organized and		a person or event.	"perform" it for the class.		impacted by the	thinking to
	<u> </u>	organized and		a person or event.	perform it for the class.		impacted by the	umiking to

manipulated to		quality of make sense of
establish unity and	Through the study	instruction, problems and
variety in genres of	of the arts, people	practice, persevere in
music	learn to make	assessment, solving them.
compositions.	informed critical	feedback, and
1	judgments and learn	effort. CRP11. Use
1.3.12.B.12	to respect one's	technology to
Analyze how the	own expression and	2.5 Content enhance
elements of music	those of others.	Statement - productivity.
are manipulated in		Individual and
original or prepared	The critical process	team execution in
music scores.	of observing,	games, sports,
	describing,	and other activity
1.3.12.B.4 Arrange	analyzing,	situations is
simple pieces for	interpreting, and	based on the
voice or instrument	evaluating leads to	interaction of
using a variety of	informed judgments	tactical use of
traditional and	regarding the	strategies,
nontraditional	relative merits of	positive mental
sound sources or	musical works.	attitudes,
electronic media,		competent skill
and/or analyze		levels, and
prepared scores		teamwork.
using music		
composition		2.5.12.B.2. Apply
software.		a variety of
		mental strategies
MU:Cr1.1.8a		to improve
Generate rhythmic,		performance.
melodic and		
harmonic phrases		2.5.12.B.3.
and harmonic		Analyze factors
accompaniments		that influence
within expanded		intrinsic and
forms (including		extrinsic
introductions,		motivation and
transitions, and		employ
codas) that convey		techniques to
expressive intent.		enhance
<u> </u>		individual and

MU:Cr2.1.8b Use		t	team	
standard and/or		-	effectiveness.	
iconic notation				
and/or audio/video		١,	World Language	
recording to			Integration:	
document personal			7.1 Content	
rhythmic phrases,			Statement	
melodic phrases,			(Linguistic) - The	
and harmonic			Novice-Mid	
sequences.			language learner	
sequences.			understands and	
MU:Pr4.2.8a			communicates at	
Compare the			the word level	
structure of			and can	
contrasting pieces			independently	
of music selected			identify and	
for performance,			recognize	
explaining how the			memorized words	
elements of music			-	
are used in each.			and phrases that bring meaning to	
are used in each.			-	
MU:Pr4.4.8b When		ľ	text.	
analyzing music,				
sight-read in treble				
or bass clef simple				
rhythmic, melodic,				
and/or harmonic				
notation.				
notation.				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Rhythmic	Approx.	1.1 The Creative	How is rhythm a	Following	Demonstrate a	Visual	Literacy	9.1 Content
Elements	10 days	Process: All students	part of music?	classroom rules and	steady beat using	observation of	Integration:	Statement -
		will demonstrate an		procedures leads to	body percussion	student	L.9-10.1.	Collaboration
		understanding of the	Where else does	an environment	and classroom	achievement.	Demonstrate	and teamwork
		elements and principles	rhythm exist?	where all can work	instruments.		command of the	enable
		that govern the creation		to their individual		Student oral	conventions of	individuals or
		of works of art in		potentials.	Perform short	response to	standard English	groups to
		dance, music, theater			rhythmic	teacher-directed	grammar and	achieve
		and visual art.		Playing a musical	patterns	questions	usage when	common goals
				instrument or	containing		writing or	with greater
		1.2 Performance: All		singing provides	whole, half,		speaking.	efficiency.
		students will synthesize		people with an	quarter, and			
		those skills, media,		emotional outlet	eighth notes and		RL.9-10.5.	9.1.12.F.2
		methods and		and a means of	the respective		Analyze how an	Demonstrate a
		technologies		self-expression.	rests.		author's choices	positive work
		appropriate to creating,					concerning how	ethic in various
		performing, and / or		Music changes over	Identify patterns		to structure a text,	settings,
		presenting works of art		time due to cultural	of beats in		order events	including the
		in dance, music, theater		shifts, events in	groups of 2's,		within it (e.g.,	classroom and
		and visual art.		world history, and	3's, and 4's.		parallel plots),	during
				technological			and manipulate	structured
		1.1.12.B.1 Examine		advances.	Identify		time (e.g., pacing,	learning
		how aspects of meter,			rhythmic		flashbacks) create	experiences.
		rhythm, tonality,		There are many	patterns in a		such effects as	
		intervals, chords and		different reasons	song.		mystery, tension,	9.4.12.A.11
		harmonic progressions		why music is			or surprise.	Apply active
		are organized and		written and	Compose			listening skills
		manipulated to		performed,	rhythmic		Health & Phys	to obtain and
		establish unity and		including	patterns in 2/4		Ed Integration:	clarify
		variety in genres of		communication,	and 4/4 meters.		2.5 Content	information.
		music compositions.		emotional	D 6		Statement -	0.4.12.07(4).7
		10100104		expression,	Perform on		Movement skill	9.4.12.C.(4).7
		1.3.12.B.12 Analyze		storytelling and the	classroom		performance is	Demonstrate a
		how the elements of		commemoration of	instruments and		primarily	varied
		music are manipulated		a person or event.	through singing		impacted by the	repertoire of
							quality of	music through

in original or prepared	Through the study	songs in 2/4, 3/4	instruction,	vocal or
music scores.	of the arts, people	and 4/4 meters.	practice,	instrumental
114616 60 61 66	learn to make	and in this course	assessment,	performance,
1.3.12.B.4 Arrange	informed critical	Identify	feedback, and	alone and with
simple pieces for voice	judgments and	rhythmic	effort.	others, to show
or instrument using a	learn to respect	patterns in		competence
variety of traditional	one's own	written and	2.5 Content	with
and nontraditional	expression and	spoken text.	Statement -	fundamental
sound sources or	those of others.		Individual and	elements used
electronic media,		Identify objects	team execution in	in the pathway.
and/or analyze prepared	The critical process	in the everyday	games, sports,	
scores using music	of observing,	environment that	and other activity	9.4.12.C.(4).14
composition software.	describing,	can create	situations is	Analyze aural
•	analyzing,	rhythm or music.	based on the	examples of
MU:Cr1.1.8a Generate	interpreting, and		interaction of	musical
rhythmic, melodic and	evaluating leads to	Analyze musical	tactical use of	compositions
harmonic phrases and	informed	examples for	strategies,	representing
harmonic	judgments	tempo, using	positive mental	diverse styles,
accompaniments within	regarding the	music specific	attitudes,	cultures, and
expanded forms	relative merits of	terminology (eg.	competent skill	historical
(including	musical works.	Allegro,	levels, and	periods to build
introductions,		Andante, Presto)	teamwork.	a broad
transitions, and codas)				understanding
that convey expressive		Suggested	2.5.12.B.2.	of the styles in
intent.		Learning	Apply a variety	the pathway.
		Activities:	of mental	
MU:Cr2.1.8b Use		Rhythm BINGO	strategies to	CRP1. Act as a
standard and/or iconic			improve	responsible and
notation and/or		Create rhythms	performance.	contributing
audio/video recording		by arranging	2.5.42.70.2	citizen and
to document personal		popsicle sticks to	2.5.12.B.3.	employee.
rhythmic phrases,		form quarter	Analyze factors	CDD2 4 1
melodic phrases, and		notes & rests,	that influence	CRP2. Apply
harmonic sequences.		eighth notes and	intrinsic and	appropriate
MILDrd 2 % Commons		sixteenth notes	extrinsic	academic and
MU:Pr4.2.8a Compare		Esha alan	motivation and	technical skills.
the structure of		Echo-clap	employ	CDD4
contrasting pieces of		rhythms	techniques to	CRP4.
music selected for		performed by teacher or	enhance individual and	Communicate
performance,			marvidual and	clearly and
explaining how the		students		

elements of music are	Tap a steady	team effectively and
used in each.	beat while	effectiveness. with reason.
	chanting a	
MU:Pr4.4.8b When	variety of	World Language CRP5. Consider
analyzing music, sight-	rhythmic poems	<i>Integration:</i> the
read in treble or bass	or songs	7.1 Content environmental,
clef simple rhythmic,		Statement social and
melodic, and/or	Create	(Linguistic) - The economic
harmonic notation.	homemade	Novice-Mid impacts of
	rhythmic	language learner decisions.
	instruments	understands and
	using everyday	communicates at CRP6.
	items such as	the word level Demonstrate
	toilet paper	and can creativity and
	tubes, coffee	independently innovation.
	containers,	identify and
	basketballs,	recognize CRP8. Utilize
	cooking utensils,	memorized words critical thinking
	etc.	and phrases that to make sense
		bring meaning to of problems and
		text. persevere in
		solving them.
		CRP11. Use
		technology to
		enhance
		productivity.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Music	Approx.	1.1 The Creative	How can sound	Following	Identify phrases	Appropriately	Literacy	9.1 Content
Form	10 days	Process: All students	be organized?	classroom rules and	and sections in	respond to sections	Integration:	Statement -
		will demonstrate an		procedures leads to	Rondo and ABA	in music through	L.9-10.1.	Collaboration
		understanding of the	How do rhythm	an environment	form	designated	Demonstrate	and teamwork
		elements and	and melody	where all can work	Identify the main	movement.	command of the	enable
		principles that	interact to create	to their individual	theme in a piece		conventions of	individuals or
		govern the creation	a composition?	potentials.	of music.	Correctly point to	standard English	groups to achieve
		of works of art in				symbols on a	grammar and	common goals
		dance, music,		Playing a musical	Analyze sections	listening map as	usage when	with greater
		theater and visual		instrument or	of music to	their corresponding	writing or	efficiency.
		art.		singing provides	determine unity	sections are heard	speaking.	
				people with an	and variety	in the music.		9.1.12.F.2
		1.2 Performance: All		emotional outlet			RL.9-10.5.	Demonstrate a
		students will		and a means of	Relate phrases and	Visual observation	Analyze how an	positive work
		synthesize those		self-expression.	sections in music	of student	author's choices	ethic in various
		skills, media,			to symbols on a	achievement.	concerning how	settings,
		methods and		Music changes over	listening map		to structure a text,	including the
		technologies		time due to cultural	Compose songs in	Student oral	order events	classroom and
		appropriate to		shifts, events in	ABA or Rondo	response to teacher-	within it (e.g.,	during structured
		creating,		world history, and	form.	directed questions	parallel plots),	learning
		performing, and / or		technological			and manipulate	experiences.
		presenting works of		advances.			time (e.g., pacing,	
		art in dance, music,			Suggested		flashbacks) create	9.4.12.A.11
		theater and visual		There are many	Learning		such effects as	Apply active
		art.		different reasons	Activities:		mystery, tension,	listening skills to
				why music is	Ask students to		or surprise.	obtain and clarify
		1.1.12.B.1 Examine		written and	listen to a piece of			information.
		how aspects of		performed,	music and raise		Health & Phys	
		meter, rhythm,		including	their hands when		Ed Integration:	9.4.12.C.(4).7
		tonality, intervals,		communication,	they hear the main		2.5 Content	Demonstrate a
		chords and harmonic		emotional	theme return.		Statement -	varied repertoire
		progressions are		expression,			Movement skill	of music through
		organized and		storytelling and the	Assign specific		performance is	vocal or
		manipulated to		commemoration of	movements to		primarily	instrumental
		establish unity and		a person or event.	different sections		impacted by the	performance,
					of the music. Have		quality of	alone and with

	Thurst of the start 1-	atudanta massa is	<u> </u>	instanction	othone to all arr
variety in genres of	Through the study	students move in		instruction,	others, to show
music compositions.	of the arts, people	the prescribed		practice,	competence with
1 2 12 D 12 A 1	learn to make	manner when they		assessment,	fundamental
1.3.12.B.12 Analyze	informed critical	hear each section.		feedback, and	elements used in
how the elements of	judgments and	5 1		effort.	the pathway.
music are	learn to respect	Parachute activity			
manipulated in	one's own	- move the		2.5 Content	9.4.12.C.(4).14
original or prepared	expression and	parachute in a		Statement -	Analyze aural
music scores.	those of others.	different way for		Individual and	examples of
		different sections		team execution in	musical
1.3.12.B.4 Arrange	The critical process	of the music.		games, sports,	compositions
simple pieces for	of observing,			and other activity	representing
voice or instrument	describing,			situations is	diverse styles,
using a variety of	analyzing,			based on the	cultures, and
traditional and	interpreting, and			interaction of	historical periods
nontraditional sound	evaluating leads to			tactical use of	to build a broad
sources or electronic	informed			strategies,	understanding of
media, and/or	judgments			positive mental	the styles in the
analyze prepared	regarding the			attitudes,	pathway.
scores using music	relative merits of			competent skill	
composition	musical works.			levels, and	CRP1. Act as a
software				teamwork.	responsible and
					contributing
MU:Cr1.1.8a				2.5.12.B.2.	citizen and
Generate rhythmic,				Apply a variety	employee.
melodic and				of mental	
harmonic phrases				strategies to	CRP2. Apply
and harmonic				improve	appropriate
accompaniments				performance.	academic and
within expanded				•	technical skills.
forms (including				2.5.12.B.3.	
introductions,				Analyze factors	CRP4.
transitions, and				that influence	Communicate
codas) that convey				intrinsic and	clearly and
expressive intent.				extrinsic	effectively and
				motivation and	with reason.
MU:Cr2.1.8b Use				employ	
standard and/or				techniques to	CRP5. Consider
iconic notation and/or audio/video recording to				enhance individual and	the environmental, social and

document personal			team	economic
rhythmic phrases,			effectiveness.	impacts of
melodic phrases, and				decisions.
harmonic sequences.			World Language	
_			Integration:	CRP6.
MU:Pr4.2.8a			7.1 Content	Demonstrate
Compare the			Statement	creativity and
structure of			(Linguistic) - The	innovation.
contrasting pieces of			Novice-Mid	
music selected for			language learner	CRP8. Utilize
performance,			understands and	critical thinking
explaining how the			communicates at	to make sense of
elements of music			the word level	problems and
are used in each.			and can	persevere in
			independently	solving them.
MU:Pr4.4.8b When			identify and	
analyzing music,			recognize	CRP11. Use
sight-read in treble			memorized words	technology to
or bass clef simple			and phrases that	enhance
rhythmic, melodic,			bring meaning to	productivity.
and/or harmonic			text.	
notation.				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Musical	Approx.	1.1 The Creative	In what different	Following classroom	Recall basic plot	Use emotional	Literacy	9.1 Content
Storytelling	15 days	Process: All	ways do people	rules and procedures	points of a story	expression	Integration:	Statement -
		students will	communicate?	leads to an	read in class.	manipulatives	L.9-10.1.	Collaboration
		demonstrate an		environment where		to identify	Demonstrate	and teamwork
		understanding of the	How can sound	all can work to their	Relate musical	characters'	command of the	enable
		elements and	represent objects	individual potentials.	themes to	moods while	conventions of	individuals or
		principles that	and people?		different	listening to	standard English	groups to
		govern the creation		Playing a musical	characters in	musical	grammar and usage	achieve
		of works of art in	How can	instrument or singing	programmatic	excerpts.	when writing or	common goals
		dance, music,	composers affect	provides people with	music, such as		speaking.	with greater
		theater and visual	the emotional	an emotional outlet	"Peter and the	Use classroom		efficiency.
		art.	response of their	and a means of self-	Wolf",	instruments to	RL.9-10.5.	
			listeners?	expression.	"Scheherezade",	correctly add	Analyze how an	9.1.12.F.2
		1.3 Performance:			and "Firebird".	sound effects	author's choices	Demonstrate a
		All students will	How do	Music changes over		at appropriate	concerning how to	positive work
		synthesize those	composers use	time due to cultural	Add sound	times in a	structure a text,	ethic in
		skills, media,	music to tell a	shifts, events in	effects to a story,	story	order events within	various
		methods, and	story?	world history, and	such as "There	Use correct	it (e.g., parallel	settings,
		technologies		technological	Was an Old	ASL signs	plots), and	including the
		appropriate to		advances.	Woman Who	while singing.	manipulate time	classroom and
		creating,			Wasn't Afraid of		(e.g., pacing,	during
		performing, and/or		There are many	Anything".	Visual	flashbacks) create	structured
		presenting works of		different reasons why		observation of	such effects as	learning
		art in dance, music,		music is written and	Identify the	student	mystery, tension,	experiences.
		theater and visual		performed, including	emotional	achievement.	or surprise.	
		art.		communication,	response			9.4.12.A.11
				emotional	portrayed in the	Student oral	Health & Phys Ed	Apply active
		1.4 Aesthetic		expression,	music as it	response to	Integration:	listening skills
		Response and		storytelling and the	relates to events	teacher-	2.5 Content	to obtain and
		Critique		commemoration of a	in the story.	directed	Statement -	clarify
		Methodologies: All		person or event.		questions.	Movement skill	information.
		students will			Apply sign		performance is	
		demonstrate and		Through the study of	language to		primarily impacted	9.4.12.C.(4).7
		apply an		the arts, people learn	songs sung in		by the quality of	Demonstrate a
		understanding of		to make informed	class, such as		instruction,	varied
		arts philosophies,		critical judgments	"America the		practice,	repertoire of

1::	udgement and	and learn to respect	Beautiful" and	assessment,	music through
3	analysis to works of	one's own expression	"What a	feedback, and	vocal or
	<u> </u>	and those of others.	Wonderful	effort.	instrumental
	art in dance, music, heater and visual	and mose of others.	World".	CHOIL.	
		TT1	world.	25 0	performance,
	art.	The critical process	Comments	2.5 Content	alone and with
	1110015	of observing,	Suggested	Statement -	others, to show
	1.1.12.B.1 Examine	describing,	Learning	Individual and	competence
	now aspects of	analyzing,	Activities:	team execution in	with
	meter, rhythm,	interpreting, and	Correctly arrange	games, sports, and	fundamental
	conality, intervals,	evaluating leads to	picture cards to	other activity	elements used
	chords and	informed judgments	retell the story of	situations is based	in the
	narmonic	regarding the relative	"Peter and the	on the interaction	pathway.
	progressions are	merits of musical	Wolf" or	of tactical use of	
	organized and	works.	"Firebird"	strategies, positive	9.4.12.C.(4).14
	manipulated to			mental attitudes,	Analyze aural
	establish unity and		Draw a picture of	competent skill	examples of
V	variety in genres of		a scene	levels, and	musical
r	musical		"described" in	teamwork.	compositions
c	compositions.		the music.		representing
				2.5.12.B.2. Apply	diverse styles,
	1.3.12.B.1 Analyze			a variety of mental	cultures, and
c	compositions from			strategies to	historical
d	different world			improve	periods to
	cultures and genres			performance.	build a broad
l v	with respect to			•	understanding
	echnique,			2.5.12.B.3.	of the styles in
	musicality, and			Analyze factors	the pathway.
	stylistic nuance			that influence	1
	and/or perform			intrinsic and	CRP1. Act as
	excerpts with			extrinsic	a responsible
	echnical accuracy,			motivation and	and
	appropriate			employ techniques	contributing
	musicality and the			to enhance	citizen and
	relevant stylistic			individual and	employee.
	nuance.			team effectiveness.	improjee.
				touri orrooti vorioss.	CRP2. Apply
	1.3.12.B.4 Arrange			World Language	appropriate
	simple pieces for			Integration:	academic and
	voice or instrument			7.1 Content	technical
	using a variety of			Statement	skills.
	raditional and			(Linguistic) - The	SKIIIS.
	Tautuonai allu			(Linguisuc) - The	

nontraditional sound			Novice-Mid	CRP4.
sources or electronic			language learner	Communicate
			understands and	
media, and/or				clearly and
analyze prepared			communicates at	effectively and
scores using music			the word level and	with reason.
composition			can independently	ann.
software.			identify and	CRP5.
			recognize	Consider the
1.4.12.A.3 Develop			memorized words	environmental,
informed personal			and phrases that	social and
responses to an			bring meaning to	economic
assortment of			text.	impacts of
artworks across the				decisions.
four arts disciplines				
(dance, music,				CRP6.
theater and visual				Demonstrate
art), using historical				creativity and
significance,				innovation.
craftsmanship,				
cultural context and				CRP8. Utilize
originality as criteria				critical
for assigning value				thinking to
to the works.				make sense of
to the works.				problems and
MU:Pr4.2.8a				persevere in
Compare the				solving them.
structure of				solving them.
contrasting pieces of				CRP11. Use
music selected for				technology to
performance,				enhance
explaining how the elements of music				productivity.
are used in each.				
) NATE 120				
MU:Pr4.3.8a				
Perform contrasting				
pieces of music,				
demonstrating as				
well as explaining				
how the music's				
intent is conveyed				

by their			
interpretations of the			
elements of music			
and expressive			
qualities (such as			
dynamics, tempo,			
timbre,			
articulation/style,			
and phrasing).			
MU:Re7.2.8b			
Identify and			
compare the context			
of programs of			
music from a variety			
of genres, cultures,			
and historical			
periods.			
MU:Re9.1.8a Apply			
appropriate			
personally			
developed criteria to			
evaluate musical			
works or			
performances.			

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Sound	Approx.	1.1 The Creative Process:	How is sound	Following	Relate the	Visual	Literacy	9.1 Content
Production	15 days	All students will	created?	classroom rules	instrument size to	observation of	Integration:	Statement -
&		demonstrate an		and procedures	the pitch	student	L.9-10.1.	Collaboration
Instrument		understanding of the	How do the	leads to an	frequency	achievement.	Demonstrate	and teamwork
Families		elements and principles	different	environment	(high/low)		command of the	enable
		that govern the creation of	instrument	where all can	produced.	Student oral	conventions of	individuals or
		works of art in dance,	families	work to their		response to	standard English	groups to
		music, theater and visual	contribute to	individual	Visually identify	teacher-	grammar and	achieve
		art.	the sound of an	potentials.	instruments of the	directed	usage when	common goals
			orchestra?		orchestra and	questions.	writing or	with greater
		1.3 Performance: All		Playing a	their families		speaking.	efficiency.
		students will synthesize		musical	(strings,			
		those skills, media,		instrument or	woodwinds,		RL.9-10.5.	9.1.12.F.2
		methods, and technologies		singing provides	brass,		Analyze how an	Demonstrate a
		appropriate to creating,		people with an	percussion).		author's choices	positive work
		performing, and/or		emotional outlet			concerning how	ethic in various
		presenting works of art in		and a means of	Aurally identify		to structure a text,	settings,
		dance, music, theater and		self-expression.	instruments of the		order events	including the
		visual art.			orchestra and		within it (e.g.,	classroom and
				Music changes	their families		parallel plots),	during
		1.1.12.B.1 Examine how		over time due to	(strings,		and manipulate	structured
		aspects of meter, rhythm,		cultural shifts,	woodwinds,		time (e.g., pacing,	learning
		tonality, intervals, chords		events in world	brass,		flashbacks) create	experiences.
		and harmonic progressions		history, and	percussion).		such effects as	
		are organized and		technological			mystery, tension,	9.4.12.A.11
		manipulated to establish		advances.	Compare sound		or surprise.	Apply active
		unity and variety in genres			quality of			listening skills
		of musical compositions.		There are many	instruments from		Health & Phys	to obtain and
				different reasons	different families.		Ed Integration:	clarify
		1.3.12.B.1 Analyze		why music is			2.5 Content	information.
		compositions from		written and	Analyze structure		Statement -	
		different world cultures		performed,	of instruments to		Movement skill	9.4.12.C.(4).7
		and genres with respect to		including	determine how		performance is	Demonstrate a
		technique, musicality, and		communication,	sound is		primarily	varied
		stylistic nuance and/or		emotional	produced.		impacted by the	repertoire of
		perform excerpts with		expression,			quality of	music through

technical accuracy,	storytelling and	Suggested	instruction,	vocal or
appropriate musicality and	the	Learning	practice,	instrumental
the relevant stylistic	commemoration	Activities:	assessment,	performance,
nuance.	of a person or	Listen to	feedback, and	alone and with
numee.	event.	Benjamin	effort.	others, to show
MU:Pr4.2.8a Compare the	C vent.	Britten's "Young	CHOIL.	competence
structure of contrasting	Through the	People's Guide to	2.5 Content	with
pieces of music selected	study of the arts,	the Orchestra"	Statement -	fundamental
for performance,	people learn to	and discuss	Individual and	elements used
explaining how the	make informed	featured	team execution in	in the pathway.
elements of music are used	critical	instruments &	games, sports,	in the pathway.
in each.	judgments and	instrument	and other activity	9.4.12.C.(4).14
in cacii.	learn to respect	families. (Can	situations is	Analyze aural
MU:Re9.1.8a Apply	one's own	also be combined	based on the	examples of
appropriate personally	expression and	with Form to	interaction of	musical
developed criteria to	those of others.	discuss Theme &	tactical use of	compositions
evaluate musical works or	those of others.	Variation).	strategies,	representing
performances.	The critical	variation).	positive mental	diverse styles,
performances.	process of	Sort pictures of	attitudes,	cultures, and
	observing,	instruments into	competent skill	historical
	describing,	their respective	levels, and	periods to build
	analyzing,	family category.	teamwork.	a broad
	interpreting, and	ranning category.	teamwork.	understanding
	evaluating leads	Instrument	2.5.12.B.2.	of the styles in
	to informed	BINGO.	Apply a variety	the pathway.
	judgments	BINGO.	of mental	the pathway.
	regarding the	Choose a string	strategies to	CRP1. Act as a
	relative merits	or wind	improve	responsible and
	of musical	instrument from a	performance.	contributing
	works.	variety of online	performance.	citizen and
	WUIKS.	resources and	2.5.12.B.3.	employee.
		make that	Analyze factors	chipioyee.
		instrument from	that influence	CRP2. Apply
		homemade	intrinsic and	appropriate
		materials.	extrinsic and	academic and
		materials.	motivation and	technical skills.
			employ	technical Skills.
			techniques to	CRP4.
			enhance	CRP4. Communicate
			individual and	
			marviauai ana	clearly and

			team effectiveness. World Language Integration:	effectively and with reason. CRP5. Consider the
			7.1 Content Statement	environmental, social and
			(Linguistic) - The Novice-Mid language learner	economic impacts of decisions.
			understands and communicates at the word level	CRP6. Demonstrate
			and can independently identify and recognize	creativity and innovation. CRP8. Utilize
			memorized words and phrases that bring meaning to text.	critical thinking to make sense of problems and persevere in solving them.
				CRP11. Use technology to enhance productivity.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Music	Approx.	1.1 The Creative	How do cultural and	Following classroom	Compare and	Written	Literacy	9.1 Content
History	15 days	Process: All students	historical events	rules and procedures	contrast	worksheets	Integration:	Statement -
		will demonstrate an	impact music making	leads to an	musical	and / or	L.9-10.1.	Collaboration
		understanding of the	and audience response	environment where	characteristics	presentations,	Demonstrate	and teamwork
		elements and principles	to music?	all can work to their	from the		command of the	enable
		that govern the creation		individual potentials.	Baroque,	Visual	conventions of	individuals or
		of works of art in	In what ways have		Romantic and	observation of	standard English	groups to
		dance, music, theater	technological and	Playing a musical	Classical time	student	grammar and	achieve
		and visual art.	sociological advances	instrument or	periods.	achievement,	usage when	common goals
			changed the	singing provides			writing or	with greater
		1.3 Performance: All	performance and	people with an	Identify major	Student oral	speaking.	efficiency.
		students will synthesize	audience perception of	emotional outlet and	composers of	response to		
		those skills, media,	music over time?	a means of self-	the Baroque,	teacher-	RL.9-10.5.	9.1.12.F.2
		methods, and		expression.	Romantic and	directed	Analyze how an	Demonstrate a
		technologies			Classic time	questions,	author's choices	positive work
		appropriate to creating,		Music changes over	periods.		concerning how	ethic in
		performing, and/or		time due to cultural			to structure a text,	various
		presenting works of art		shifts, events in	Explain		order events	settings,
		in dance, music, theater		world history, and	composer's		within it (e.g.,	including the
		and visual art.		technological	biographical		parallel plots),	classroom and
				advances.	information.		and manipulate	during
		1.4 Aesthetic Response					time (e.g., pacing,	structured
		and Critique		There are many	Trace the		flashbacks) create	learning
		Methodologies: All		different reasons	evolution of		such effects as	experiences.
		students will		why music is written	rock and roll		mystery, tension,	
		demonstrate and apply		and performed,	from Elvis to		or surprise.	9.4.12.A.11
		an understanding of arts		including	present day.		** ***	Apply active
		philosophies,		communication,			Health & Phys	listening skills
		judgement and analysis		emotional	Suggested		Ed Integration:	to obtain and
		to works of art in dance,		expression,	Learning		2.5 Content	clarify
		music, theater and		storytelling and the	Activities:		Statement -	information.
		visual art.		commemoration of a	Guided		Movement skill	0.4.12.07.40.7
		1110015		person or event.	listening of		performance is	9.4.12.C.(4).7
		1.1.12.B.1 Examine			music from		primarily	Demonstrate a
		how aspects of meter,		Through the study of	different time		impacted by the	varied
		rhythm, tonality,		the arts, people learn	periods.		quality of	repertoire of

intervals should and	to make informed		instruction	mygig 41
intervals, chords and		Sout mistumes of	instruction,	music through
harmonic progressions	critical judgments	Sort pictures of	practice,	vocal or
are organized and	and learn to respect	composers (or	assessment,	instrumental
manipulated to establish	one's own	popular music	feedback, and	performance,
unity and variety in	expression and those	performers)	effort.	alone and with
genres of musical	of others.	into appropriate		others, to show
compositions.		time period	2.5 Content	competence
	The critical process	categories,	Statement -	with
1.3.12.B.1 Analyze	of observing,		Individual and	fundamental
compositions from	describing,	Research a	team execution in	elements used
different world cultures	analyzing,	composer and	games, sports,	in the
and genres with respect	interpreting, and	present	and other activity	pathway.
to technique,	evaluating leads to	biographical	situations is	
musicality, and stylistic	informed judgments	facts using	based on the	9.4.12.C.(4).14
nuance and/or perform	regarding the	presentation	interaction of	Analyze aural
excerpts with technical	relative merits of	software	tactical use of	examples of
accuracy, appropriate	musical works.	(PowerPoint,	strategies,	musical
musicality and the		Google slides,	positive mental	compositions
relevant stylistic		etc.),	attitudes,	representing
nuance.			competent skill	diverse styles,
			levels, and	cultures, and
1.4.12.A.3 Develop			teamwork.	historical
informed personal				periods to
responses to an			2.5.12.B.2.	build a broad
assortment of artworks			Apply a variety	understanding
across the four arts			of mental	of the styles in
disciplines (dance,			strategies to	the pathway.
music, theater and			improve	· · · · · · · · · · · · · · · · · · ·
visual art), using			performance.	CRP1. Act as
historical significance,			1	a responsible
craftsmanship, cultural			2.5.12.B.3.	and
context and originality			Analyze factors	contributing
as criteria for assigning			that influence	citizen and
value to the works.			intrinsic and	employee.
value to the works.			extrinsic	employee.
MU:Pr4.2.8a Compare			motivation and	CRP2. Apply
the structure of			employ	appropriate
contrasting pieces of			techniques to	academic and
music selected for			enhance	technical
performance,			individual and	skills.
explaining how the			marviduai and	SKIIIS.
explaining now me	1			

elements of music are			team	CRP4.
used in each.			effectiveness.	Communicate
				clearly and
MU:Re7.2.8b Identify			World Language	effectively and
and compare the			Integration:	with reason.
context of programs of			7.1 Content	
music from a variety of			Statement	CRP5.
genres, cultures, and			(Linguistic) - The	Consider the
historical periods.			Novice-Mid	environmental,
			language learner	social and
MU:Re9.1.8a Apply			understands and	economic
appropriate personally			communicates at	impacts of
developed criteria to			the word level	decisions.
evaluate musical works			and can	ann a
or performances.			independently	CRP6.
			identify and	Demonstrate
			recognize	creativity and
			memorized words	innovation.
			and phrases that	CDD7 E 1
			bring meaning to	CRP7. Employ valid and
			text.	reliable
				research
				strategies.
				CRP8. Utilize
				critical
				thinking to
				make sense of
				problems and
				persevere in
				solving them.
				sorving mom.
				CRP11. Use
				technology to
				enhance
				productivity.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Multicultural	Approx.	1.1 The Creative	How do cultural	Following	Identify the origin	Written	Literacy	9.1 Content
Music	15 days	Process: All students	implications	classroom rules	of music from a	worksheets.	Integration:	Statement -
		will demonstrate an	impact musical	and procedures	variety of world		L.9-10.1.	Collaboration
		understanding of the	style?	leads to an	cultures.	Visual	Demonstrate	and teamwork
		elements and		environment		observation of	command of the	enable
		principles that	How does the	where all can	Identify different	student	conventions of	individuals or
		govern the creation	exposure to	work to their	instruments used in	achievement.	standard English	groups to
		of works of art in	various cultures	individual	multicultural		grammar and	achieve
		dance, music, theater	influence	potentials.	music.	Student oral	usage when	common goals
		and visual art.	individual,			response to	writing or	with greater
			emotional, and	Playing a musical	Evaluate how	teacher-	speaking.	efficiency.
		1.3 Performance: All	kinesthetic	instrument or	music is used in	directed		
		students will	responses to	singing provides	communication,	questions	RL.9-10.5.	9.1.12.F.2
		synthesize those	music?	people with an	expression, and		Analyze how an	Demonstrate a
		skills, media,		emotional outlet	celebration within		author's choices	positive work
		methods, and		and a means of	different cultures.		concerning how	ethic in
		technologies		self-expression.			to structure a text,	various
		appropriate to			Perform songs		order events	settings,
		creating, performing,		Music changes	related to traditions		within it (e.g.,	including the
		and/or presenting		over time due to	around the world		parallel plots),	classroom and
		works of art in		cultural shifts,	on classroom		and manipulate	during
		dance, music, theater		events in world	instruments.		time (e.g., pacing,	structured
		and visual art.		history, and			flashbacks) create	learning
				technological	Suggested		such effects as	experiences.
		1.4 Aesthetic		advances.	Learning		mystery, tension,	
		Response and			Activities:		or surprise.	9.4.12.A.11
		Critique		There are many	Create homemade			Apply active
		Methodologies: All		different reasons	African drums and		Health & Phys	listening skills
		students will		why music is	perform a solo on		Ed Integration:	to obtain and
		demonstrate and		written and	their instruments.		2.5 Content	clarify
		apply an		performed,			Statement -	information.
		understanding of arts		including	Learn songs, such		Movement skill	
		philosophies,		communication,	as "Go to the		performance is	9.4.12.C.(4).7
		judgement and		emotional	Carnival" or		primarily	Demonstrate a
		analysis to works of		expression,	"Harambe",		impacted by the	varied
				storytelling and	through singing		quality of	repertoire of

art in dance, music,	the	and performance		instruction,	music through
		-		•	_
theater and visual art.	commemoration	on classroom		practice,	vocal or
1 1 12 D 1 Enomin	of a person or	instruments and		assessment,	instrumental
1.1.12.B.1 Examine	event.	discuss the cultural		feedback, and	performance,
how aspects of	771 1 1 1	implications		effort.	alone and with
meter, rhythm,	Through the study	surrounding the		• • •	others, to show
tonality, intervals,	of the arts, people	songs.		2.5 Content	competence
chords and harmonic	learn to make			Statement -	with
progressions are	informed critical			Individual and	fundamental
organized and	judgments and			team execution in	elements used
manipulated to	learn to respect			games, sports,	in the
establish unity and	one's own			and other activity	pathway.
variety in genres of	expression and			situations is	
musical	those of others.			based on the	9.4.12.C.(4).14
compositions.				interaction of	Analyze aural
	The critical			tactical use of	examples of
1.2.12.A.1	process of			strategies,	musical
Determine how	observing,			positive mental	compositions
dance, music, theater	describing,			attitudes,	representing
and visual art have	analyzing,			competent skill	diverse styles,
influenced world	interpreting, and			levels, and	cultures, and
cultures throughout	evaluating leads to			teamwork.	historical
history.	informed				periods to
	judgments			2.5.12.B.2.	build a broad
1.3.12.B.1 Analyze	regarding the			Apply a variety	understanding
compositions from	relative merits of			of mental	of the styles in
different world	musical works.			strategies to	the pathway.
cultures and genres				improve	The part of the pa
with respect to				performance.	CRP1. Act as
technique,				F	a responsible
musicality, and				2.5.12.B.3.	and
stylistic nuance				Analyze factors	contributing
and/or perform				that influence	citizen and
excerpts with				intrinsic and	employee.
technical accuracy,				extrinsic	ompioyee.
appropriate				motivation and	CRP2. Apply
musicality and the				employ	appropriate
relevant stylistic				techniques to	academic and
nuance.				enhance	technical
nuance.				individual and	skills.
				marvidual allu	SKIIIS.
					l

1.4.12.A.3 Develop		team	CRP4.
informed personal		effectiveness.	Communicate
-		effectiveness.	clearly and
responses to an		*** ***	
assortment of		World Language	effectively and
artworks across the		Integration:	with reason.
four arts disciplines		7.1 Content	GD D #
(dance, music,		Statement	CRP5.
theater and visual		(Linguistic) - The	Consider the
art), using historical		Novice-Mid	environmental,
significance,		language learner	social and
craftsmanship,		understands and	economic
cultural context and		communicates at	impacts of
originality as criteria		the word level	decisions.
for assigning value to		and can	
the works.		independently	CRP6.
		identify and	Demonstrate
1.4.12.A.4 Evaluate		recognize	creativity and
how exposure to		memorized words	innovation.
various cultures		and phrases that	
influences individual,		bring meaning to	CRP8. Utilize
emotional,		text.	critical
intellectual and			thinking to
kinesthetic responses			make sense of
to artwork.			problems and
			persevere in
MU:Pr4.2.8a			solving them.
Compare the			C
structure of			CRP11. Use
contrasting pieces of			technology to
music selected for			enhance
performance,			productivity.
explaining how the			T
elements of music			
are used in each.			
MU:Pr4.3.8a			
Perform contrasting			
pieces of music,			
demonstrating as			
well as explaining			
how the music's			
now the music s			

intent is conveyed by their interpretations of the elements of			
music and expressive qualities (such as			
dynamics, tempo,			
timbre, articulation/style, and phrasing).			
MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.			
MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.			

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None for this course.

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