



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

Concert Band Grades 6-8

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved December 12, 2022



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

**Springfield Public Schools
Springfield, New Jersey**

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Springfield Public Schools

Search. Learn. Serve.

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: J20

Introduced By: Mrs. Murphy

Seconded By: Mr. Miller

Adopted: December 12, 2022

Curriculum Adoption

To approve the following curriculum and courses for the 2022-2023 school year:

- a. **Elementary Level**
 - Art Kindergarten
 - Art Grade 1
 - Art Grade 2
- b. **Middle School Level**
 - 21st Century Musician Grade 8
 - Concert Band Grades 6-8
 - Choir Grades 6-8
 - String Ensemble Grades 6-8
 - Art Grade 6
 - 3D Art Grade 6
 - Art Grade 7 (Ceramics)
 - Art Grade 7 ArtLab MakerSpace
 - Art Grade 8
 - 21st Century Artist Grade 8
- c. **High School Level**
 - Chorale Grades 9-12
 - Concert Band Grades 9-12
 - String Ensemble Grades 10-12
 - Intro to Technical Theatre
 - Intro to Lighting & Sound
 - Intro to TV
 - AP Art and Design
 - Music & Modern History
 - Intro to Criminal Justice

Michelle Calas, School Business Administrator/Board Secretary

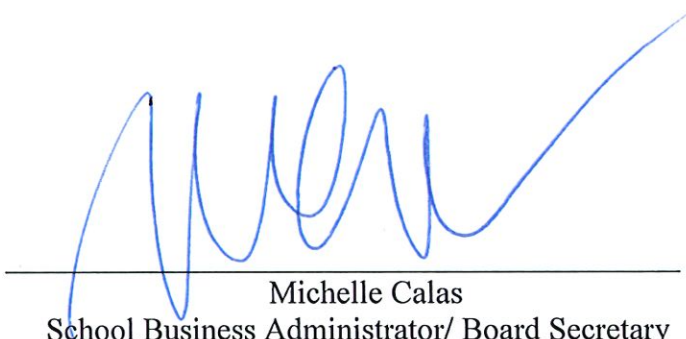
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(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on December 12, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 13th day of December 2022.

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



Introduction

This template is the product of an initiative led by the New Jersey Department of Education, Office of Academic Standards, in partnership with the New Jersey Association for Supervision and Curriculum Development (NJASCD) and the New Jersey Principals and Supervisors Association (NJPSA). The project was undertaken with the assistance of New Jersey content area supervisors, curriculum coordinators, and teachers during spring-summer 2009. The goal of the project was to design exemplar unit plans and accompanying lesson plans aligned with the New Jersey Student Learning Standards that may be used by districts as models for the development of local curricula.

The Unit Overview Template, which follows, is a tool that can help districts define one unit plan of several that comprise a specific course in the curriculum for any content area. It is designed, once completed, to summarize the content and objectives for the unit, outline lessons and assessments that support the unit, and provide links to documents that facilitate delivery of the unit, such as student materials, background information, resources, and performance rubrics. To see how the units fit together in the design of a course, see the Curriculum Design Template included at the end of this document.

Seven content area Unit Overviews were created as part of the project to serve as exemplar unit plans that are aligned with the New Jersey Student Learning Standards and that assist in achieving the goal of engaging students, fostering achievement, and cultivating 21st century global skills. The units stress the integration of 21st century themes and skills, global perspectives, technology, and cross-curricular connections.

We encourage districts to use the exemplars in conjunction with the curriculum development tools and templates that emanated from this project as models for teaching and learning based on the New Jersey Student Learning Standards.



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Notes and Rhythms
Unit Summary: Students will demonstrate rudimentary understanding of the notes and rhythms found in musical notation.					
Primary Interdisciplinary Connections: Health, Career Readiness, Technology					
21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Notes, pitches, rhythms and overall music literacy are the cornerstones of musical growth in a concert setting. From a mechanical standpoint, it is vitally important to stress the rudiments of performing on a musical instrument while focusing on the rudiments of reading music. Much time is to be devoted in this opening unit to ensuring that students understand how to properly care for their instruments, as well as how to care for their health as musicians					

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5, 2.1.8.PGD.1

Content Statements: Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

Individual actions, genetics, and family history can play a role in an individual's personal health.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int. Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12int. Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances..
9.2.8.CAP. 2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP. 4:	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings



SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
2.1.8.PGD.1	Explain how appropriate health care can promote personal health.

Unit Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
- Individual actions, genetics, and family history can play a role in an individual's personal health.

Unit Learning Targets:

Students will....be able to identify, explain and demonstrate correct notes and basic rhythms



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Musical Instruments, Method Books, General Music Resources

Teacher Resources: Accent on Achievement, menc.org, musictheory.net

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Instrument Care	42 mins/30 days
Lesson 2 Pitch	42 mins/30 days
Lesson 3 Rhythm	42 mins/30 days

Teacher Notes: Students will be utilizing these early lessons to build routines regarding classroom procedure as well as developing strategies for at-home practice.

Curriculum Development Resources/Technology Resources:

www.musictheory.net



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Instrument Care	Time Frame: 42 min/30 days
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Use of Garageband software, musictheory.net

Equipment Needed: Instruments, method books, laptops, Garageband

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of proper instrument care. • Demonstrate understanding of proper posture, body alignment and breathing when playing. • Demonstrate understanding of the characteristics of a good tone.	Lesson Sequence 1. Students set up instruments and music, assess overall readiness. 2. Discuss instrument-specific considerations, ask student volunteers. Students will identify the dynamic as their middle volume, comfortable to play, neither loud nor soft. 3. Discuss breathing, body alignment, and demonstrate proper posture for each instrument. 4. Students will perform the same phrase either louder or softer. How has the musical idea changed? 5. Discuss good warm up, related to good breath	• Small group and individual performance • Rubric-based performance assessments • Recorded performance self assessments



	support, posture and tone. 6. Discuss key elements of good tone Students will perform in small groups, without preconference in order to develop active listening skills. 7. Demonstrate, Students perform "pass the F," demonstrating blend.	
Differentiation: Students will work alone and in groups before meeting as a class.		
Resources Provided: • Teacher generated exercises • Concert Music • Pre-selected musical exercises		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Pitch Literacy	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband, musictheory.net

Equipment Needed: Method book, laptop with internet connection

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify pitches in treble clef. - Identify pitches in bass clef. - Correctly perform Concert Bb, F and Eb on their instruments. - Identify resources for home practice of naming pitches.	Lesson Sequence - Overview-treble clef pitches. - Discussion and strategies - treble clef. - Mnemonic devices, discussion. - Guided practice as a group. - Guided practice individually using musictheory.net.	- Discussions - Small group and individual assessments - Written assignment
Differentiation: Students will work alone and in groups on these assignments.		
Resources Provided: - Teacher-generated exercises - Method books - Musictheory.net		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Rhythms	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Hand drums, hand percussion, method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Discuss notation for meter. - Count and clap basic rhythms up to 8th notes. - Perform on instruments basic rhythms including rests. - Describe potential conducting patterns for different meters. - Describe potential conducting patterns for different meters.	Lesson Sequence - Clap quarter notes while tapping foot. - How many toe taps/clap? - Repeat on half notes, whole notes, eighth notes. - Repeat with rests. - Students will perform in small groups an exercise containing these rhythms	- Written examination of meter: writing simple rhythms - Class discussions - Individual and small group performance
Resources Provided: - Teacher-generated musical examples - Concert music - Rhythm Master exercises		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Notes and Rhythms
Created:	April 2021	Board Approved on:	Type Here		

Unit Overview Template



Content Area:	Visual Performing Arts	Grade Level:	6-8	Unit Title:	Dynamics, Tempo and Meter
Unit Summary: Students will be able to identify and perform different tempi, dynamics, and in different meters					
Primary Interdisciplinary Connections: Career Readiness, Technology					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Tempi, meter, and dynamics are integral parts of music appreciation and performance. Tempo provides a means by which students can explore musical expression, as well as the opportunity to relate tempo to broader topics, such as public speaking. The performance of dynamics, especially in a group setting, requires non-verbal communication of ideas. Finally, meter provides the opportunity to tie musical performance into its mathematical roots.					

Career Readiness (Standard 9):	9.2, 9.4
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Learning Targets

Standards:	VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5
Content Statements: Generating and conceptualizing ideas. Refining and completing products. Developing and refining techniques and models or steps needed to create products.	
Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income. There are a variety of resources available to help navigate the career planning process.	
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.	
SEL.PK-12.1: Self-Awareness	
SEL.PK-12.2: Self-Management	
SEL.PK-12.3: Social Awareness	
SEL.PK-12.4: Responsible Decision-Making	
SEL.PK-12.5: Relationship Skills	
CPI#:	Cumulative Progress Indicator (CPI):



1.3C.12int. Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int. Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12int. Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
9.2.8.CAP1 5	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP1 6	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12 .1.1	Recognize one's feelings and thoughts
SEL.PK-12 .1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12 .1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12 .1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12 .2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12 .2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12 .2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12 .3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12 .3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12 .3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12 .3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12 .4.1	Develop, implement and model effective problem solving and critical thinking skills



SEL.PK-12 .4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12 .4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12 .5.1	Establish and maintain healthy relationships
SEL.PK-12 .5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12 .5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12 .5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12 .5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.



Unit Learning Targets:

Students will....be able to identify, explain and demonstrate correct notes and basic rhythms, perform music with dynamics

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, method book, music, laptop

Teacher Resources: Method book, scores

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Dynamics	42 mins/30 days
Lesson 2 Tempo	42 mins/30 days
Lesson 3 Meter	42 mins/30 days

Teacher Notes: These lessons are the beginnings of scaffolding for future pieces of music and musical experiences.

Curriculum Development Resources/Technology Resources:

www.teoria.com

www.musictheory.net



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Dynamics	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband resources, musictheory.net

Equipment Needed: Laptop, instrument, method book, concert music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify dynamics ranging from pp to ff. - Demonstrate understanding of how to musically perform a range of dynamics.	Lesson Sequence - Perform a simple phrase using a mf dynamic. - Students will identify the dynamic. - Students will perform the same phrase either louder or softer. How has the musical idea changed? - Students will perform in small groups, without preconference in order to develop active listening skills. - Were you, the student, able to come to dynamic consensus? Was that dynamic mf? Can you alter that to come to a dynamic consensus at either f or p?	- Listening examples - Playing assessments - Classroom Discussion



Differentiation:

Students will work alone and in groups before meeting as a class to go over dynamics.

Resources Provided:

- Teacher-generated notes
- Method Book Assignment
- Concert Music Phrase



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Tempo	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, music theory websites, online metronome resources

Equipment Needed: Instrument, Book, Metronome or online resource

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify differences in tempi through performance. - Identify differences in tempi using traditional italian name notation. - Identify the correlation between tempi markings and performance speed. - Identify resources for looking up different tempi.	Lesson Sequence - Listening examples - slow, medium, and fast pieces of music. - Can we identify the tempo just by listening? - Music exploration - students will be given 3-5 pieces of music with varying tempo markings and attempt to identify them. - Groups will select one piece of new music with a written tempo and perform it for the group. - Group critique - was the tempo appropriate? What happens if we vary the tempo?	- Score marking - Class discussion - Small group discussion



Differentiation:

Lecture, demonstration, playing alone & within a group, listening to recordings.

Resources Provided:

- Teacher-selected musical examples
- Method Book
- Garageband



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Meter	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of Garageband, musictheory.net and other online resources

Equipment Needed: Instrument, book, concert music, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the underlying concept of meter. • Correctly read time signatures for simple and compound meters. • Perform simple and compound-meter rhythm exercises.	Lesson Sequence 1. What is meter? Discussion 2. Symbols - Deciphering time signatures for important information. 3. Practical application of Time Signatures - clapping and/or playing exercises. 4. Discussion of compound meter. 5. Playing exercises/guided practice.	• Playing Assessments • Class discussions • Rhythm counting examples
Differentiation: Students are encouraged to seek out a methodology of deciphering rhythms that is meaningful to them		
Resources Provided: • Teacher-generated musical examples • Rhythm textbook pages • Concert music phrases		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Dynamics, Tempo and Meter
Created:	April 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Slurring, Ties and Articulations

Unit Summary: Articulations are a key element of playing with artistry and musicality. In this unit, students will demonstrate grade-level-appropriate understanding of slurring, tied notes and articulating on their individual instruments.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: By demonstrating skill in dynamics and articulations, students are able to perform more expressively. The ultimate goal of any concert musician is to be able to match or surpass the expressiveness of the human voice. By learning to observe the placement of the breath and the overall direction of the composer's phrases, students may perform more expressive and emotive music.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Refining and completing products. Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.C r3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.P r4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble
1.3C.12int.P r5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
9.2.8.CAP4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP1 8	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings



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SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally. effectiveness of the process and quality of collaborative environments.



Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income

Unit Learning Targets:

Students will....be able to identify, explain and demonstrate various types of musical articulations

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, method book, concert music

Teacher Resources: musictheory.net. berkleeshares.com

Formative Assessments:

- Class discussion
- Playing assessments
- Written assessments
- Critical listening assignments

Lesson Plans

Lesson	Time Frame
Lesson 1 Breath Placement	42 minutes/30 days
Lesson 2 Articulations - Concert Playing	42 minutes/30 days
Lesson 3 Articulations - Jazz	42 minutes/30 days



Teacher Notes: These lessons are aimed at teaching students about more advanced and nuanced styles of playing.

Curriculum Development Resources/Technology Resources:

www.berkleeshares.org

www.musictheory.net



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Breath Placement/Phrasing	Time Frame: 42 min/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of GarageBand

Equipment Needed: Instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Locate and perform the correct breath in a familiar phrase of music. - Perform a familiar piece of music in correct cantabile style.	Lesson Sequence - Perform slow phrases of concert music. Discuss emotive level of phrase, discuss narrative context and style of piece. - Break the piece into phrases, locate the breath points. "General rule of thumb, every two-to-four bars. When in doubt, sing." - Students will perform the phrase with correct breath points. Discuss rhythmic phrases. - Replay the whole section, addressing style and phrasing.	- Small group performance - Recorded performance for self critique
Differentiation: Given that each instrument has a different physiology, dynamics and articulations are performed differently. Similarly, individual students may adapt personal plans for understanding rhythm and phrasing.		



Resources Provided:

- Teacher-generated notes
- Method Book
- Concert music



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Articulations - Concert Music	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand, YouTube

Equipment Needed: Instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify accents, marcato marks, legato and staccato. - Perform accents, marcato marks, legato and staccato in concert (Classical) style.	Lesson Sequence - Listening: Performance of a piece of concert music, listen for articulations. - Draw an accent on the board, define, ask students to locate in phrases. Repeat for legato, and staccato. - Students perform phrases with accents, repeat with legato and staccato. - What would a legato marking mean in a slow piece if all the notes are already connected? - Perform familiar pieces of music with correct articulations. Group critique.	- Worksheet - Small group and individual performance - Score marking - Class discussion
Differentiation: Lecture, demonstration, playing alone & within a group, listening to recordings		



Resources Provided:

- Teacher generated notes
- Concert Music
- Pre-selected musical phrase



Lesson Plan 3 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Articulations - Jazz and Pop	Time Frame:	42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of GarageBand

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify accents, marcato marks, legato and staccato. - Perform accents, marcato marks, legato and staccato in concert (jazz) style.	Lesson Sequence - Listening: Performance of a piece of jazz/pop music, listen for articulations. Compare to concert articulations - Draw marcato on board, next to it, write "DAAHT." Students say it. Play a scale on jazz marcato quarter notes. "We can use similar vocable syllables for all jazz and pop articulations, and for wind players, those syllables can almost directly correlate to the shape of your mouth and attack of your tongue." - Students perform a phrase of jazz or stage band music, and listen for articulations.	- Score marking - Discussion - Performance



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|--|--|--|
| | <ol style="list-style-type: none">5. After counting tricky phrases, singing in jazz vocables the rhythms.6. Group critique: How is this different from playing classical music? What kinds of challenges do we encounter? | |
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Differentiation:

Lecture, demonstration, playing alone & within a group, listening to recordings

Resources Provided:

- Teacher-selected musical excerpt
- Audio examples
- YouTube links



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Slurring, Ties and Articulations
Created:	April 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Form, Phrase and Blend
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Unit Summary: Students will be able to demonstrate understanding of the form of a piece of music. Students will be able to demonstrate proper blend when performing concert music.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes Creativity and Innovation ☐ Critical Thinking and Problem Solving X ICT Literacy
☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding of the overall structure of a piece of music enhances the musician's ability to play expressively. By actively listening and paying careful intonation to group intonation and blend, the group's overall musicality and expressiveness improves.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Refining and completing products. Developing and refining techniques and models or steps needed to create products. Interpreting intent and meaning.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Early planning can provide more options to pay for postsecondary training and employment.

Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int. Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
1.3C.12intP r5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C12int.R e8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
9.2.8.CAP2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP6	Compare the costs of postsecondary education with the potential increase in income from a career of choice.
SEL.PK-12. 1.1	Recognize one's feelings and thoughts
SEL.PK-12. 1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12. 1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12. 1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12. 2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12. 2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12. 3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12. 3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12. 3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12. 3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12. 4.1	Develop, implement and model effective problem solving and critical thinking skills



SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do musicians improve the quality of their performance?
- How do we discern the musical creators' and performers' expressive intent?

Unit Enduring Understandings:

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- 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.
- Through their use of elements and structures of music, creators and performers.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income
- Early planning can provide more options to pay for postsecondary training and employment.

Unit Learning Targets:

Students will....be able to demonstrate active listening in rehearsal, and to blend with their section



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, music, laptop for web resources

Teacher Resources: Concert music, method book

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting formative and stylistic points
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Form	42 mins/30 days
Lesson 2 Blend	42 mins/30 days
Lesson 3 The Pyramid of Sound	42 mins/30 days

Teacher Notes: These lessons are intended to refine ensemble sound in preparation for performance.

Curriculum Development Resources/Technology Resources:

www.berkleeshares.org

www.musictheory.net



Lesson Plan 1 Template			
Content Area:	Visual and Performing Arts	Lesson Title:	Form
		Time Frame:	42 mins/30 days
Lesson Components			
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy			
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Technology			
Integration of Technology: YouTube, GarageBand			
Equipment Needed: Music, Instrument, Method Book			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the concept of musical form. • Identify musical gestures that distinguish formal elements. • Identify the form of written musical examples. • Identify the form of aural musical examples and popular songs.	Lesson Sequence 1. What is form? 2. Use of pop songs to define form - verse, chorus etc. 3. Discussion - apply structural knowledge to concert pieces. 4. Performance of section, subsequent section. 5. Discussion: how does form affect our playing?	• Discussion • Performance assessments • Written assessments where applicable
Differentiation: Students may adapt personal schema for identifying formal elements		
Resources Provided: • Aural examples • Written examples • Method book		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Blend	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of internet examples

Equipment Needed: Instrument, Music, Method Book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify examples of good blend in an ensemble. - Identify techniques to improve blend. - Demonstrate techniques used to improve ensemble blend. - Perform with attention to matched articulation, dynamic and tone quality.	Lesson Sequence - Long tone: "Fit your sound inside your neighbor's sound" - Pass a long tone around the ensemble, with the goal being to produce a united sound across the board - Perform a cantabile section of music, listen for good dynamic, ask "is your sound matching your neighbor" - Is there a "sound leader" in the group? Ask students to listen to the "leader" perform section with dynamic expression. - Perform pieces of music, discuss blends.	- Performance assessments - Discussion - Score marking assessments



Differentiation:

Lecture, demonstration and small-group activities

Resources Provided:

- Teacher-generated notes
- Concert selection
- Method book



Lesson Plan 3 Template				
Content Area:	Visual and Performing Arts	Lesson Title:	The Pyramid of Sound	Time Frame: 42 mins/30 days
Lesson Components				
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
21st Century Skills ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Career Readiness				
Integration of Technology: GarageBand, Group Recording				
Equipment Needed: Laptops, YouTube				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the concept of ensemble balance. • Identify applications for the Pyramid of Sound. • Apply knowledge of the aforementioned concepts to a piece of music.	Lesson Sequence 1. Listening, discuss ensemble blend. 2. How do we create a balanced sound? 3. Perform a section of music with a recorder, listen back, evaluate blend. 4. Describe the Pyramid of Sound. Ask students to locate themselves in the Pyramid. 5. “How does your place in the pyramid affect your dynamics?” Examples 6. Replay previous section, listen for differences.	• Playing assessments • Discussions
Differentiation: Lecture, demonstration, playing alone & within a group, listening to recordings		
Resources Provided: • Concert Music • Handout - “The Pyramid of Sound” • YouTube		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Form, Phrasing and Blend
Created:	April 2021	Board Approved on:			



Unit Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Performance and Critique

Unit Summary: Students will demonstrate command of the music learned thus far, as well as demonstrate understanding of how to provide meaningful critique of oneself and of others.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: This point in the school year provides the students to perform their concert for an audience. Therefore, they must be able to demonstrate technical and musical command of their repertoire. The most important performance improvements occur while critiquing one's own performance. Much time is to be spent in this unit developing necessary skills for meaningful critique.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Refining and completing products. Perceiving and analyzing products. Applying criteria to evaluate products

An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
9.2.8.CAP3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP2	Develop a plan that includes information about career areas of interest.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ



SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?

Unit Enduring Understandings:

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income

Unit Learning Targets:

Students will....be able proficiently perform concert music and demonstrate appropriate methodologies for critique of one's performance



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Music, Laptop

Teacher Resources: Concert Music, Scores

Formative Assessments:

- Class discussion
- Performance assessments
- Guided writing assignment

Lesson Plans

Lesson	Time Frame
Lesson 1 Major Scales	42 mins/ 30 days
Lesson 2 Concert Performance	42 mins/ 30 days
Lesson 3 Critique	42 mins/ 30 days

Teacher Notes: At this point, students are fully proficient in their music, and as we continue to expand upon the expressive qualities of that music, we can also use it as an additional teaching resource.

Curriculum Development Resources/Technology Resources:

www.youtube.com

www.berkleeshares.com

www.musictheory.net



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Major Scales	Time Frame:	20 minutes/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of internet resources, recording software

Equipment Needed: Instrument, Laptop, Music, Scale Sheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the correct scale. • Demonstrate understanding of how to identify a scalar pattern in music. • Proficiently perform the Bb, Eb and F scales.	Lesson Sequence 1. Warmup; long tone and Bb scale. 2. Discuss: How do we know the sound of a Major scale? Perform an "incorrect" major scale by modifying a note; do the students notice? 3. Describe the building of a scale, ask students to write out their Bb scale, identifying half steps and whole steps. 4. Look through concert music, and identify scalar passages. How do you know?	• Small group and performance assessments • Written assessments
Differentiation: Students may perform solo or in small groups		
Resources Provided: • Scale sheet • Method Book • Instruments		



Lesson Plan 2 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Concert Dress Rehearsal	Time Frame:	20 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of recording hardware and software

Equipment Needed: Music, Instrument, Warm-Up materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Proficiently perform all concert music. - Demonstrate proper audience behavior and participation .	Lesson Sequence - Students setup for performance - Perform concert music, rehearse staging and placement for ensembles, soloists. - Students in the audience are asked to observe the requirements of the Audience Rubric. - Rehearse entire program - Group critique	- Audience Rubric - Performance Rubric - Class discussion
Differentiation: Student setups and approaches to performance vary		
Resources Provided: - Concert Music - Instrument - Recording apparatus		



Lesson Plan 3 Template				
Content Area:	Visual and Performing Arts	Lesson Title:	Critique	Time Frame: 20 mins/30 days
Lesson Components				
21st Century Themes X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy ☐ Health Literacy				
21st Century Skills X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Career Readiness				
Integration of Technology: Use of audio recordings, video where available				
Equipment Needed: Critique documents, rubrics, audio apparatus				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of proper critique methods. • Demonstrate understanding of the importance of critique. • Respectfully critique the work of themselves and others.	Lesson Sequence 1. Listen to recordings of performances. 2. Ask students to write down three good things they heard from each song, as well as three things they did not like from each song. 3. Ask: Were the good things individual or group? Were the areas of improvement individual or group? 4. Section leaders offer their input. 5. What are the three biggest things we can improve upon for the next performance? Copy down and display on a poster near the entrance of the room.	• Discussion • Writing assignment



Differentiation:

Teacher may choose to break out into small splinter group discussions

Resources Provided:

- Recordings
- Written assignment



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Performance and Critique
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Created: April 2021	Board Approved on: Type Here
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Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	History and Professions
Unit Summary: Students will review and identify different genres of music, explore the history and cultural impact of various genres. Students will relate different styles of music to the concert repertoire as well as the method book. Students will identify and explore different career opportunities in music.					
Primary Interdisciplinary Connections: Career Readiness, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy					
☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit is focused on understanding the context of much of the music we learn in rehearsal as well as the music we are exposed to in daily life. Students should have an understanding of the impacts certain genres of music have had; not only on the performance of the music, but also on society at large. Additionally, this unit is focused on exposing students to various careers open to musicians.					

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5, 6.1.12
Content Statements: Generating and conceptualizing ideas. Perceiving and analyzing products. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. Early planning can provide more options to pay for postsecondary training and employment. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated to inform the response to music.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.
9.2.8.CAP16	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships



SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Early planning can provide more options to pay for postsecondary training and employment.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

Unit Learning Targets:

Students will....be able to identify and explain various professions in the music industry



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Laptop

Teacher Resources: nafme.org, musictheory.net, berkleeshares.org

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Exploring New Instruments	42 mins/ 30 days
Lesson 2 Exploring Electronic Music	42 mins/ 30 days
Lesson 3 Audio Recording History	42 mins/ 30 days

Teacher Notes: This unit has been designed to provide a chance to do some non-band music making activities in between concerts preparation.

Curriculum Development Resources/Technology Resources:

www.musictheory.net

www.everynoise.com

www.musicmap.info



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Exploring New Instruments	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of YouTube videos

Equipment Needed: Laptop, mouthpiece, craft supplies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of how a wind instrument works. - define vocabulary applicable to the construction of musical instruments. - construct a woodwind instrument utilizing basic craft supplies.	Lesson Sequence - Discussion: How do our instruments work? - Identify common parts of the instrument. - Begin construction, guided by the teacher.	- Discussion - Collaborative construction activity
Differentiation: Students choose projects and groups.		
Resources Provided: - YouTube examples - www.berkleeshares.com		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Exploring Electronic Music	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Use of musical hardware (synthesizers, sequencers)

Equipment Needed: Musical hardware, synthesizers etc.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the history of purely electronic music making. - demonstrate understanding of parameters to consider when composing in electronic environments. - demonstrate proficiency in operating Garageband or other DAWs.	Lesson Sequence - Discussion-history - About GarageBand - Exploration of MIDI sounds - Application of Synthesizers - Students improvise/compose :30 within GarageBand parameters	- Discussion - Student project assessments - GarageBand proficiency rubric assessments
Differentiation: Students may work alone or in pairs		
Resources Provided: - Computer with GarageBand or DAW - Sequencers, Synthesizers - YouTube references		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Audio Recording History	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of recording software, laptops and web resources

Equipment Needed: Laptop with internet connection, DAW

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify key events in the history of audio recording. - differentiate between philosophies of audio recording. - identify technological innovations that brought about important developments in audio recording. - compare elements of a modern recording environment with prior iterations of the technology.	Lesson Sequence - Guided listening - Bob Dylan "Talkin' New York". "How do you imagine this was recorded?" - Guided listening - The Beatles "Benefit of Mr. Kite" - Compare and contrast - Contextual reading, questions. - Guided listening - fun. "We Are Young?" Discuss - Students open GarageBand, compare and contrast to previously discussed studio environments	- Discussion - Guided reading questions
Differentiation: Students may choose additional musical examples and speculate on their recording process		
Resources Provided: - Audio examples - Images and videos of older recording studios - Laptop with GarageBand		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	History and Professions
Created:	April 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Style and Intonation
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Unit Summary: This unit is focused on cultivating knowledge of stylistic playing in a variety of musical genres. Students will also focus on honing control of their instruments by matching pitch by ear and with a tuner. Students will scaffold based on their knowledge of form and phrasing to demonstrate understanding of style.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Understanding of style and idiom are cornerstones to success as a performing musician. Students must demonstrate the ability to perform a piece with correct style in order to convey the composer's intent. In addition, a career musician's ability to perform multiple styles with accuracy and expression improves the marketability of said musician in today's competitive market.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Refining and completing products. Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products.

Employee benefits can influence your employment choices. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.



SEL.PK-12.1: Self-Awareness
 SEL.PK-12.2: Self-Management
 SEL.PK-12.3: Social Awareness
 SEL.PK-12.4: Responsible Decision-Making
 SEL.PK-12.5: Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings



SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- How do performers select repertoire?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- Employee benefits can influence your employment choices.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.



Unit Learning Targets:

Students will....be able to interpret musical style in a variety of idioms and ensemble environments

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Method book, Concert Music, Laptop

Teacher Resources: Score, Method Book

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small groups
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy
- Practice Rubric



Lesson Plans

Lesson	Time Frame
Lesson 1 Solo rubato, Cantabile style	42 mins/ 30 days
Lesson 2 Solfege and Sight Singing	42 mins/ 30 days
Lesson 3 Big Band Style	42 mins/ 30 days
Teacher Notes: At this point, students are familiar with musical excerpts from their books and the spring concert music.	
Curriculum Development Resources/Technology Resources: www.berkleeshares.com www.musictheory.net www.jazz.org	



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Solo Rubato, Cantabile	Time Frame: 42 mins/ 30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: musictheory.net

Equipment Needed: Instrument, excerpt

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate correct cantabile style in a piece of music. • Demonstrate understanding of the term rubato. • Perform a selection as a solo and small group that includes rubato. • Perform a short solo that includes rubato.	Lesson Sequence 1. Warmup; long tone and Bb scale. 2. Discuss meaning of cantabile, its place in history and applications today 3. Locate a cantabile section, and discuss the "hidden" dynamics. perform 4. Discuss rubato, its place in history and applications in modern music making 5. Play through a familiar piece of music solo, with rubato 6. Follow the conductor through a section that includes rubato	• Small group and individual performance • Guided self critique
Differentiation: Students have choice regarding interpretation of both rubato and cantabile styles		
Resources Provided: • Method book • Instrument		



Lesson Plan 2 Template					
Content Area:	Visual and Performing Arts	Lesson Title:	Solfege and Sight Singing	Time Frame:	42 mins/30 days
Lesson Components					
21st Century Themes					
☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☒ Civic Literacy ☐ Health Literacy					
21st Century Skills					
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Career Readiness					
Integration of Technology: musictheory.net					
Equipment Needed: laptop, sight singing exercises					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the concept of sight singing. - demonstrate understanding of the benefits of singing to an instrumental musician. - utilize “movable do” solfege while singing major scales. - accurately sing simple excerpts utilizing movable do solfege.	Lesson Sequence - Discussion -singing and its benefits - About solfege, demonstration - Students sing major scale - Apply major scale solfege to excerpt - Students sing excerpts	- Discussion - Singing assessments - Solfege assessments
Differentiation: Students may work alone or in pairs on solfege		
Resources Provided: - Sight singing packet - Musical excerpts		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Big Band Style	Time Frame: 42 mins/ 30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: YouTube

Equipment Needed: Instrument, Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of idiomatic style considerations for big band and jazz music. - identify patterns in music to apply big band articulation.	Lesson Sequence - Listen to recording of Count Basie's 'Lil Darlin,' ask students to listen behind the melody - Discuss how the musicians were able to accomplish the style and attitude. - Relate to articulation. - Replicate aurally using familiar music.	- Discussion - Playing assessments
Differentiation: Students may choose different sections of music		
Resources Provided: - Sheet music - Recording		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Style and Intonation
Created:	April 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Improvisation and Composition
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Unit Summary: This unit is focused on developing the necessary skills for composing and improvising music in a variety of styles. Students will focus on learning rhythms and simple melodies by year, and learn skills necessary for improvising within a large structure, such as a jazz AABA form or a blues.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☒ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Improvisation and composition are a key element of musical development for young students. Students will become more fluent on their instruments, and therefore be able to produce unique and original works within various guidelines.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements: Selecting, analyzing, and interpreting work. Conveying meaning through art. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

There are a variety of resources available to help navigate the career planning process.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships



SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.

Unit Essential Questions:

- How do performers select repertoire?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
- There are a variety of resources available to help navigate the career planning process.

Unit Learning Targets:

Students will....be able to improvise and compose short melodies on their primary instrument



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Musical Instruments, Method Books, General Music Resources

Teacher Resources: Accent on Achievement, menc.org, musictheory.net

Formative Assessments:

- Class discussion
- Playing assessments; both individual and small group
- Written assessment using online and hardcopy assessment
- Music checks to ensure students are noting
- One-on-one discussions with students to ensure students' self-efficacy

Lesson Plans

Lesson	Time Frame
Lesson 1 Rote Melodies	42 mins/30 days
Lesson 2 Composing in Flat	42 mins/30 days
Lesson 3 The Blues	42 mins/30 days

Teacher Notes: Students will be utilizing a variety of technologies and classroom resources to compose and improvisation.

Curriculum Development Resources/Technology Resources:

www.musictheory.net

www.flat.io



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Rote Melodies	Time Frame: 42 min/30 days
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☒ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy |
| ☐ ICT Literacy | | |

Interdisciplinary Connections: Technology

Integration of Technology: Use of Garageband software, musictheory.net

Equipment Needed: Instruments, method books, laptops, Garageband

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the concept of rote melodies. - identify music cultures in which rote playing is preferred over written music. - perform short melodies by rote.	Lesson Sequence - Rote vs. Written? Which is better? Discuss - Listening: Agbekor or Indian Classical music. Rote or written? Discuss. - Teacher-led clapping of rote rhythms. Students transcribe. - Repeat procedure with simple diatonic melodies.	- Small group and individual performance - Rubric-based performance assessments - Recorded performance self assessments
Differentiation: Students will work alone and in groups before meeting as a class.		
Resources Provided: - Teacher generated exercises - Concert Music - Pre-selected musical exercises		



Lesson Plan 2 Template				
Content Area:	Visual and Performing Arts	Lesson Title:	Composing in Flat	Time Frame: 42 mins/30 days
Lesson Components				
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy				
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy				
Interdisciplinary Connections: Career Readiness				
Integration of Technology: flat.io, musictheory.net				
Equipment Needed: Method book, laptop with internet connection				

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of basic Noteflight functionalities. - compose simple musical excerpts in Noteflight.	Lesson Sequence - Demonstration: “What is Flat” - How-to: Inputting notes and rhythms. - Students break into groups, explore platform. - Students are to compose short excerpts using the platform.	- Discussions - Small group and individual assessments - Written assignment
Differentiation: Students will work alone and in groups on assignments.		
Resources Provided: - Teacher-generated exercises - composition software - Musictheory.net		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: The Blues	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration **X** Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: use of Garageband, musictheory.net

Equipment Needed: Blues scales, Listening example

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the historical origins of the blues. - identify characteristics of the blues form. - improvise simple solos over the blues scale. - compose blues melodies using Noteflight composition software.	Lesson Sequence - Listening: Robert Johnson - Discuss blues history, form/structure - Listen to blues chord progression - Perform blues scale - Student volunteers improvise over form - Group compositions of blues melodies using 12-bar form and blues scale	- Written examination of compositions: writing simple rhythms - Class discussions - Individual and small group performance
Resources Provided: - Teacher-generated musical examples - Blues scales - Noteflight composition software		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6- 8	Unit Title:	Improvisation and Composition
Created:	April 2021	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Performance and Critique
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Unit Summary: Students will learn to identify scales in their music and discuss their importance. This unit features the Spring concert, in which students get the opportunity to perform their concert music, and discuss and critique the performance. Students will devote time to discussing correlations between music and other disciplines.

Primary Interdisciplinary Connections: Career Readiness, Technology

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: By encouraging students to explore with greater depth into their music, students make newer shrewd observations about the structure of their music and learn to perform with greater expression. Students must engage in meaningful critique in order to grow as musicians and as people.

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5

Content Statements:

Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products. Conveying meaning through art.

An individual's strengths, lifestyle goals, choices, and interests affect employment and income. Early planning can provide more options to pay for postsecondary training and employment.

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
9.2.8.CAP2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.6	Compare the costs of postsecondary education with the potential increase in income from a career of choice.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships



SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Unit Essential Questions:

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- An individual's strengths, lifestyle goals, choices, and interests affect employment and income
- Early planning can provide more options to pay for postsecondary training and employment.
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Unit Learning Targets:

Students will....competently perform concert music and demonstrate appropriate methodologies for critique



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Music, Instrument, Recording of Performance

Teacher Resources: YouTube examples, Recordings, Recording hardware and DAW

Formative Assessments:

- Reflective essay
- Discussion

Lesson Plans

Lesson	Time Frame
Lesson 1 Concert Performance	42 mins/30 days
Lesson 2 Critique Activity	42 mins/30 days
Lesson 3 Benefits of Music	42 mins/30 days

Teacher Notes: Students will be performance-proficient regarding their music, and will have developed and informed opinion of the conductor's and composer's intent.

Curriculum Development Resources/Technology Resources:

www.berkleeshares.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts	Lesson Title: Performance	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Audio and video recordings of concerts

Equipment Needed: Instrument, music, audio and/or video recording equipment

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - proficiently perform all music. - demonstrate expected behaviors both on and off stage. - demonstrate understanding of the organization of concerts.	Lesson Sequence - Students warm up offstage - Students perform when their ensemble is ready - Students who are not performing may be asked to assist stage crew - After performance, teacher discusses with students initial opinions of performance	- Performance - Discussion
Differentiation: Students may choose to help the ensemble in a variety of ways		
Resources Provided: - Instrument - Music		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Critique	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of video and audio

Equipment Needed: Video/audio recording of concert, Writing prompt

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create an informed and well-rounded critique of recent performance. • Demonstrate critical thinking as a listener and a participant in the music activities. • Plan for future successes via cooperative goal-setting activities.	Lesson Sequence 1. Students watch/listen to previous performances. 2. Discuss rubric using 4T's. 3. "Where do you think we can improve most?" 4. Students work together to set future goals on poster, to be displayed in the room	• Discussion • Rubric • Goal-setting activity
Differentiation: Student choice is central to this lesson. All students have an opportunity to voice unique opinions		
Resources Provided: • Video/Audio • Rubric/Writing prompt • Poster board and index cards for activity		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Benefits of Music	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Internet resources

Equipment Needed: Computer, Internet Resources

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of applications of music in activities outside of school. - identify opportunities for musicians in the military and other government entities. - demonstrate understanding of how to attain these goals.	Lesson Sequence - Discussion: Careers in music? - College admissions with music background, benefits, opportunities. - Military bands, opportunities.	- Discussion - Writing Activity
Differentiation: Student choice is a key element of this lesson, as students can choose to explore the musical career that interests them.		
Resources Provided: - Writing activity - Web resources		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Visual and Performing Arts	Grade Level: 6-8	Unit Title: Performance and Critique
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Created: April 2021

Board Approved on:



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Preparation
Unit Summary: Students will discuss the importance of practice, and discuss strategies to improve sight reading. Additionally, students will develop strategies for improved exploration and examination of musical scores.					
Primary Interdisciplinary Connections: Career Readiness, Technology					
21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: This unit is intended to prepare students for future years of involvement in the music program, as well as provide them with ideas making music in an extracurricular setting					

Career Readiness (Standard 9): 9.2, 9.4

Learning Targets

Standards: VPA.1.3C, SEL.PK12.1, SEL.PK12.2, SEL.PK12.3, SEL.PK12.4, SEL.PK12.5
Content Statements: Developing and refining techniques and models or steps needed to create products. Synthesizing and relating knowledge and personal experiences to create products. Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others. Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time. SEL.PK-12.1: Self-Awareness SEL.PK-12.2: Self-Management SEL.PK-12.3: Social Awareness SEL.PK-12.4: Responsible Decision-Making SEL.PK-12.5: Relationship Skills



CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.2.8.CAP16	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions



SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?

Unit Enduring Understandings:

- 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.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income
- Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Unit Learning Targets:

Students will....be able to demonstrate methods of preparation for over-the-summer music making, and how to arrive prepared for success in the coming school year.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Music, Method Book

Teacher Resources: Web resources, method book, scores

Formative Assessments:

- Playing assessments
- In-Class discussions
- Recording rubric



Lesson Plans

Lesson	Time Frame
Lesson 1 Sight Reading Strategies	42 mins/30 days
Lesson 2 Form	42 mins/30 days
Lesson 3 Recording Workshop	42 mins/30 days
Teacher Notes: These lessons are aimed at providing students with a variety of approaches for approaching new music with success and making music in innovative ways.	
Curriculum Development Resources/Technology Resources: www.teoria.com “The Sight Reading Project” GarageBand	



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Sight Reading Strategies	Time Frame:	42 mins/30 days
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Lesson Components

21st Century Themes

- ☐ Global Awareness
 ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
 ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation
 ☒ Critical Thinking and Problem Solving
 ☒ Information Literacy
☒ Life and Career Skills
 ☒ Communication and Collaboration
 ☐ Media Literacy
 ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness

Integration of Technology: Use of reference recordings

Equipment Needed: Instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate understanding of proper sight-reading techniques. - Employ sight-reading techniques on various pieces of music.	Lesson Sequence - Ask: "Why do we need to sight-read?" - Distribute teacher-generated checklist for sight-reading, discuss with students. - Apply to a new exercise in the method book, followed by a more difficult piece of music. - Sight-read a few pieces, follow up with a meaningful critique.	- Critique, Performance Rubric - Class discussions - Individual and small group performance
Differentiation: Lecture, demonstration, playing alone & within a group, listening to recordings		
Resources Provided: - Instrument - Music - Recordings (if available)		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts	Lesson Title: Form	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of recordings

Equipment Needed: Staff paper, worksheets,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the ability to find the form of a piece of music. • Analyze the form of a piece of music heard aurally. • Analyze the form of a written piece of music from the repertoire.	Lesson Sequence 1. Listen to “A Hard Day’s Night.” Ask students to identify the patterns they hear in the music. 2. Identify terminology for sections of a pop song. 3. Repeat for “Take the “A” Train”. Ask: “What do these songs have in common?” 4. Repeat procedure for a piece of concert band literature. “How do we label and identify sections?” 5. Wrap-up: “What does understanding form have to do with understanding music?”	• Written assessment • Discussion
Differentiation: Students may choose a piece of pop or concert literature to analyze		
Resources Provided: • Audio examples • Written Examples		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts	Lesson Title: Recording Workshop	Time Frame: 42 mins/30 days
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Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
X Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Technology

Integration of Technology: Use of recording software and hardware

Equipment Needed: Instruments, Student-selected pop song, Sheet music, Computer with GarageBand or other DAW

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - collaboratively select a popular song to arrange and record. - utilize understanding of form, structure and music theory to construct arrangement. - record a popular song with attention to good performance. - record a popular song with attention to recording quality. - demonstrate understanding of how to operate a DAW and microphone setup.	Lesson Sequence - Students select a popular song to record. - Students devise a plan of which parts to record in which order. - Students who are not a part of the “rhythm” create a part for their instrument - Students begin collaborating and practicing parts for the recording.	- Discussions - Playing assessments
Differentiation: This lesson is entirely student-driven. Students have creative control for the entirety, with the teacher offering advice creatively or technically.		



Resources Provided:

- Sheet music
- Auxiliary instruments
- DAW software



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Visual and Performing Arts	Grade Level:	6-8	Unit Title:	Preparation
Created:	April 2021	Board Approved on:	Type Here		



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension