



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

Springfield Public Schools Springfield, New Jersey 07081

Concert Band Grades 9-12

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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Superintendent of Schools

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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

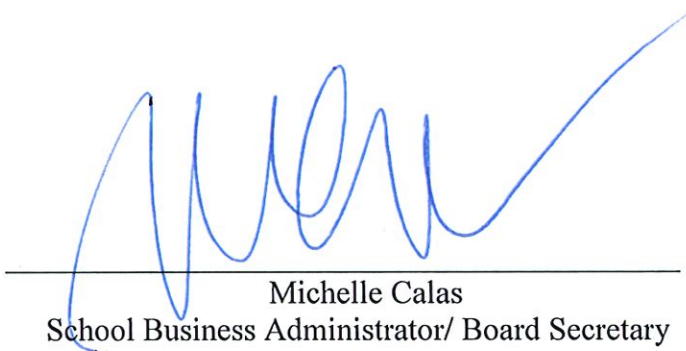
Michelle Calas, School Business Administrator/Board Secretary

(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



Unit Overview Template

Content Area:	Visual and Performing Arts	Grade Level:	9-12	Unit Title:	Notes and Rhythms
Unit Summary: Students will demonstrate a rudimentary understanding of the notes and rhythms found in musical notation.					
Primary Interdisciplinary Connections: Career Readiness, Technology					
21st Century Themes X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy					
X Information Literacy X 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
Content Statements: Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	
Organizing and developing ideas. Developing and refining techniques and models or steps needed to create products.	
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.12prof.Cr2a	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.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.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Unit Essential Questions:

- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?

Unit Enduring Understandings:

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- 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.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Unit Learning Targets: Students will....identify and perform basic notes and rhythms



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Sheet Music, Student-Generated Exercises

Teacher Resources: Sheet Music, Scores, Technique Exercises

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	20 mins/ 30 days
Lesson 2 Pitch Literacy	20 mins/ 30 days
Lesson 3 Rhythm Literacy	20 mins/ 30 days

Teacher Notes:

Students are arriving for the year with varying levels of experience.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.musictheory.net

www.berkleeshares.net

www.youtube.com (reference recordings and videos)



Lesson Plan 1 Template

Content Area:	Visual and Performing Arts	Lesson Title:	Instrument Care	Time Frame:	30 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: Career Readiness, Technology

Integration of Technology: Use of OnCourse recording assignments, musictheory.net

Equipment Needed: Instruments, Working Laptop, Music Book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of proper instrument care. - demonstrate understanding of proper body alignment when playing an instrument. - identify characteristics of good tone production.	Lesson Sequence - Guided instrument setup - Discussion: Body posture and breathing “Breathing Gym” exercises “Pass the f” Exercises - Tone building exercises - Discussion/questions	- Discussion - Performance assessments
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Flow/Clarke/Breathing Gym Exercises - Instrument care guide		



Lesson Plan 2 Template			
Content Area:	Visual/Performing Arts	Lesson Title:	Pitch Literacy
		Time Frame:	30 minutes/30 days
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 X Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Career Readiness, Technology			
Integration of Technology: musictheory.net			
Equipment Needed: Laptop, Staff Paper			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify pitches in both treble and bass clef. - develop mnemonic devices for pitch literacy.	Lesson Sequence - Treble Clef review - Bass Clef review - Guided practice	- musictheory.net assessments - StaffWars assessment - Discussion
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - laptop - musictheory.net - instruments		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Rhythmic Literacy **Time Frame:** 30 mins/30 days

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

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Rhythm Master, Music Theory sites

Equipment Needed: Hand drums, rhythm exercises

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - perform common-time rhythmic passages. - correctly count out rhythmic passages. - demonstrate understanding of rhythmic subdivision.	Lesson Sequence - Discussion: Rhythms - Time Signatures - Common rhythm exercises - Group performance practice	Performance rubric
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Rhythm exercises - Hand drums		



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 connections 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 the 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/Performing Arts	Grade Level:	9-12	Unit Title:	Notes and Rhythms
Created:	4/21	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Unit Title:** Dynamics, Tempo and Meter

Unit Summary: Students will be able to identify a variety of tempi, dynamics and metric devices. Students will identify and interpret musical symbols indicative of the aforementioned tempi, dynamics and metric devices.

Primary Interdisciplinary Connections: Career Readiness, Technology

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

Unit Rationale: Tempo, 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

Learning Targets

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

Content Statements: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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

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.12prof.Pr4 b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
1.3C.12prof.Pr4 c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
1.3C.12prof.Pr5 a	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.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.8	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Unit Learning Targets: Students will... identify and perform a variety of musical dynamics

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, laptop, music

Teacher Resources: Method book, scores

Formative Assessments:

- Discussion



- Performance assessments

Lesson Plans

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

Teacher Notes: Students should be familiar enough with notes and rhythms to attenuate to style and articulations.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.teoria.com

www.musictheory.net

www.emusictheory.com

www.youtube.com



Lesson Plan 1 Template

Content Area: Visual/Performing Arts	Lesson Title: Dynamics	Time Frame: 20 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 ☐ Information Literacy
X Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Career Readiness, Technology

Integration of Technology: Use of audio equipment to measure volume in decibels dB (optional)

Equipment Needed: Instrument, Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of terminology pertaining to dynamics. - correctly perform dynamics ranging from pp to ff. - demonstrate understanding of the emotional impact of various dynamics. - apply understanding of artistic motivation for dynamic playing to concert music.	Lesson Sequence - What are dynamics? - Definitions, identifications - Guided demonstration - Discussion in concert music - Guided practice	- Discussion - Performance assessment - Student markings in parts
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - music - instrument - accessories		



Lesson Plan 2 Template

Content Area:	Visual/Performing Arts	Lesson Title:	Tempo	Time Frame:	30 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: Career Readiness, Technology

Integration of Technology: Use of metronome, beat generating software

Equipment Needed: Music, instrument, metronome, speaker

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify terms pertaining to tempo. - correctly define aforementioned terms. - apply understanding of tempo to mathematical terms (bpm).	Lesson Sequence - Discussion, tempo terms - Identification - Use of metronome - musical aid, practice aid - Guided practice	- Discussion - Performance assessments
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: Music Instrument Metronome		



Lesson Plan 3 Template			
Content Area:	Visual and Performing Arts	Lesson Title:	Meter
		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 X Information Literacy			
☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Career Readiness, Technology			
Integration of Technology: Use of web examples			
Equipment Needed: Staff paper, pencil, laptop			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - differentiate types of meter. - perform correct conducting patterns for various meters. - demonstrate understanding of how the meter affects performance.	Lesson Sequence - Discussion - meter - Simple vs. compound meter - Conducting practice - Stylistic considerations	- Discussion - Performance assessment
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Music - Staff paper		



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 connections 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 the 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/Performing Arts	Grade Level:	9- 12	Unit Title:	Dynamics, Tempo and Meter
Created:	4/21	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual/Performing Arts	Grade Level: 9-12	Unit Title: Slurring, Ties and Articulations
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Unit Summary: Students will demonstrate ability with a variety of articulations.

Primary Interdisciplinary Connections: Career Readiness, Technology

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

Unit Rationale: By demonstrating skill in 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: Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Securing an income involve an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.

Selecting, analyzing, and interpreting work. Selecting, analyzing, and interpreting work.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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.12prof. Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
1.3C.12prof. Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
9.2.12.CAP. 5	Assess and modify a personal plan to support current interests and postsecondary plans.
9.2.12.CAP. 14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit Learning Targets: Students will... identify and perform a variety of musical articulations



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, Music, Method Book

Teacher Resources: Scores, Fingering Charts, Web Resources

Formative Assessments:

- Performance Assessments
- Recordings
- Practice Journals
- Class Discussion

Lesson Plans

Lesson	Time Frame
Lesson 1 Breath Placement/Phrasing	30 mins/30 days
Lesson 2 Articulations - Classical Music	30 mins/30 days
Lesson 3 Articulations - Jazz	30 mins/30 days

Teacher Notes: This unit varies in specific subject matter as the repertoire changes.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

YouTube demonstrations

www.musictheory.net

www.teoria.com



Lesson Plan 1 Template

Content Area:	Visual/Performing Arts	Lesson Title:	Breath Placement/Phrasing	Time Frame:	30 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: Career Readiness, Technology

Integration of Technology: Use of laptops, recording software

Equipment Needed: Instrument, Music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate correct breath placement. - demonstrate understanding of breath placement and its effect on counting rhythms.	Lesson Sequence - Discussion - breath placement - Rhythm counting "How do we know when to do a placed breath?"	- Discussion - Playing assessment
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Concert music - Method book - Worksheet		



Lesson Plan 2 Template

Content Area:	Visual/Performing Arts	Lesson Title:	Articulations - Classical Music	Time Frame:	30 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: Recordings, YouTube Examples

Equipment Needed: Laptop, Music, Instrument

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of articulation styles as it pertains to performance of classical music. - identify and interpret musical symbols in Classical music. - perform examples of prevalent articulations.	Lesson Sequence - Discussion - Articulation symbols - Identify symbols in concert music - YouTube demonstration - orchestral excerpt - Student performance assessments	- Performance - Discussion
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Music - Instrument - Video Examples		



Lesson Plan 3 Template					
Content Area:	Visual/Performing Arts	Lesson Title:	Articulations: Jazz and Pop	Time Frame:	30 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, Technology					
Integration of Technology: Video Examples, Recording Examples					
Equipment Needed: Instruments, Method Books					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify articulation symbols in jazz and pop music. - differentiate between articulations in jazz/pop versus classical music. - perform excerpts with salient articulation phrases.	Lesson Sequence - Discussion - ID of articulation symbols - Musical examples - youtube, discussion - Student performances	- Student performance assessments - Recordings
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Sheet music - Instruments - YouTube 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 connections 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 the 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:	12	Unit Title:	Slurring, Ties and Articulations
Created:	4/21	Board Approved on:	Type Here		



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Unit Title:** Form, Phrasing and Blend

Unit Summary: Students will be able to demonstrate an 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 ☐ ICT Literacy
☒ Information Literacy ☐ Life and Career Skills ☒ 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: Interpret intent and meaning in artistic work. Develop and refine artistic techniques and work for presentation. Refine and complete artistic ideas and work. Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Analyze the effectiveness of the process and quality of collaborative environments.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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):
1.3B.12prof.Cn 11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12prof.Re 9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12prof.Re 7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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 we judge the quality of musical work(s) and performance(s)?

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.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit Learning Targets: Students will... demonstrate understanding of musical phrase structure, and perform music with attention to phrasing and blend



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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 marking parts

Lesson Plans

Lesson	Time Frame
Lesson 1 Breath Placement	30 minutes/30 days
Lesson 2 Blend	30 minutes/30 days
Lesson 3 Form	30 minutes/30 days

Teacher Notes: At this point, students are familiar with most of their concert music and jazz music. The main focus of this unit is to expand upon the overall musicality of already familiar music.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual/Performing Arts **Lesson Title:** Breath Placement **Time Frame:** 30 minutes/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, Technology

Integration of Technology:

Use of Garageband, musictheory.net

Equipment Needed:

Garageband - Laptop, 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 the correct cantabile style.	Lesson Sequence - Rhythmic breath placement - Practice “breathe on the dot” phrases - Guided practice - Discussion, questions?	- Small group and individual performance - Markings in parts
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical phrase		



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Blend **Time Frame:** 30 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, Technology

Integration of Technology:

Use of Garageband, musictheory.net

Equipment Needed:

Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify examples of good blends 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 dynamics, ask "is your sound matching your neighbor" - Is there a "sound leader" in the group? Ask students to listen to "leader" perform section with dynamic expression - Perform familiar pieces of music with unified phrasing. Group critique: How even were the articulations, what new challenges did we encounter when focusing on listening actively?	- Worksheet - Small group and individual performance - Score marking - Class discussion



Differentiation:

Flexible grouping, goal setting, homework options, varied supplemental materials

Resources Provided:

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



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Form **Time Frame:** 30 minutes/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, Technology

Integration of Technology:

Use of Garageband, musictheory.net

Equipment Needed:

Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify strategies to find the form of a piece of music. - correctly define ABA, AABA and ABABA form. - correctly identify elements of Sonata Form. - correctly identify Baroque Binary form. - correctly identify Strophic form.	Lesson Sequence - Listening: "Take the A Train" "Form is the overlying structure of a piece." How do we find form? - Repeat piece, listening for repeats in the melody. - Apply understanding of repetition and form to concert music	- Writing in parts. analysis prompts - Discussion
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical examples		



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Unit Title:** Performance and Critique

Unit Summary: Students will demonstrate command of the music learned thus far, as well as demonstrate an understanding of how to critique the performance 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: Perceive and analyze artistic work. Refine and complete artistic ideas and work. Apply criteria to evaluate artistic work. All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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.12prof.Pr 4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
1.3C.12prof.Pr 5a	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.
1.3C.12prof.Pr 6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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.
- There are strategies to improve one's professional value and marketability.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.



Unit Learning Targets: Students will... perform concert music and demonstrate appropriate critique methodologies

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Major Scales	30 minutes/30 days
Lesson 2 Concert Performance	30 minutes/30 days
Lesson 3 Critique	30 minutes/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:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual/Performing Arts **Lesson Title:** Major Scales **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the correct sound of a major scale. - demonstrate understanding of how to identify a scalar pattern in music. - proficiently perform the Bb, Eb and F scales.	Lesson Sequence - Warmup; long tone and Bb scale. - Discuss: How do we know the sound of a Major scale? Perform an "incorrect" major scale by modifying a note; do the students notice? - Describe the building of a scale. Ask students to write out their Bb scale, identifying half steps and whole steps. - Look through concert music, and identify scalar passages. How do you know? - Play through the corresponding scales slowly, then apply them to music.	- Small group and individual performance - Recorded performance for self critique - Written scales
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated scale sheets - Concert Music - Pre-selected musical examples		



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Concert Performance-Dress Rehearsal
Time Frame: 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

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 set up 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	- Worksheet - Small group and individual performance - Score marking - Class discussion - Audience Rubric
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Critique **Time Frame:** 30 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, Technology

Integration of Technology: Use of video recording of recent performance, word processors

Equipment Needed: Laptop, Concert Recording, Reflective Essay Prompt

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 - Listen to recording of performance - 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. - Ask: Were the good things individual or group? Were the areas of improvement individual or group? - Section leaders offer their input. - 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.	- Written examination of meter: writing simple rhythms - Class discussions - Individual and small group performance
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Video/Audio of Concert - Reflection Essay Prompt		



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **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, Social Studies

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

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

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.

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.12prof.Pr 4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr 4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
1.3C.12prof.Pr 5a	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.
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.2.12.CAP.9	Locate information on working papers, what is required to obtain them, and who must sign them.
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
6.1.12.HistoryC C.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

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.
- Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- 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... identify and explain various career opportunities in music.

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Western Music History	30 minutes/30 days
Lesson 2 Careers in Music	30 minutes/30 days
Lesson 3 Modern Music Exploration	30 minutes/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:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com

Lesson Plan 1 Template

Content Area: Visual/Performing Arts **Lesson Title:** Western Music History **Time Frame:** 30 minutes/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, Technology, Social Studies

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify key moments in the development of Western Classical music. - identify technological and cultural innovations that contributed to musical development. - aurally identify music by period of composition.	Lesson Sequence - Discussion: Birth of Western Music - Listening - Gregorian Chant, etc. - Developments - Renaissance, Listening - Compare and Contrast: Vivaldi vs. Mahler	- Discussion - Teacher-generated worksheets
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Music recordings - Pre-selected musical phrase		



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Careers in Music **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - identify potential careers in music. - demonstrate understanding of the qualifications necessary for said careers. - identify ways in which continued participation in music in school will help students attain goals for careers outside of music specifically.	Lesson Sequence - Discussion: Kinds of jobs for musicians? Pros and Cons of each? - How to enter into X career: Students work in small groups - Discussion: How can music help you attain future goals?	- Worksheet - Small group and individual participation - Class discussion
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: Teacher generated notes		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Modern Music Exploration **Time Frame:** 30 minutes/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, Technology

Integration of Technology:

Use of Garageband, musictheory.net, recording of recent performance

Equipment Needed:

Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - utilize a digital audio workstation of their choice to manipulate a pop song in a variety of ways. - identify parameters of said pop song. - develop critique methodology for new 'remixes.'	Lesson Sequence - Students listen to remixes from past years; compare and contrast. - Students identify a song they wish to work with, choose from parameters such as tempo, tonality, timbre and texture. - Students begin work	Student assignments - Rubric based assessment
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical phrase		



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9- 12 **Unit Title:** Style and Intonation

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: Good style and intonation 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 message. 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: Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products.

There are strategies to improve one's professional value and marketability.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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):
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1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances
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1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances
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1.3C.12prof.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.
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.4:	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6)
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 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.
- There are strategies to improve one's professional value and marketability.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit Learning Targets: Students will...perform music with attention to style and idiom

Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: menc.org, musictheory.net

Formative Assessments:

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



Lesson Plans

Lesson	Time Frame
Lesson 1 Solo Rubato, Cantabile	30 minutes/30 days
Lesson 2 Sight-singing; Solfege Moveable Do	30 minutes/30 days
Lesson 3 Big Band style	30 minutes/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: Click the links below to access additional resources used to design this unit: musictheory.net gmajormusictheory.com	

Lesson Plan 1 Template

Content Area: Visual/Performing Arts	Lesson Title: Solo Cantabile, Rubato	Time Frame: 30 minutes/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, Technology		
Integration of Technology: Use of Garageband, musictheory.net		
Equipment Needed: Garageband - Laptop, instrument, music		

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 - Warmup; long tone and Bb scale - Discuss meaning of cantabile, its place in history and applications today - Locate a cantabile section, and discuss the "hidden" dynamics. perform	- Small group and individual performance - Recorded performance for self critique - Written scales



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">4. Discuss rubato, its place in history and applications today5. Play through a familiar piece of music solo, with rubato6. Follow the conductor through a section that includes rubato | |
|--|---|--|

Differentiation:

Flexible grouping, goal setting, homework options, varied supplemental materials

Resources Provided:

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



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Sight-Singing **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the purpose of moveable-do solfege. - correctly perform a major scale in solfege. - sing, in solfege, sections of concert music.	Lesson Sequence - Students take out scale sheet, play the scale, sing the scale on a musical syllable, la - Explain that solfege is a useful way to learn the theory behind a melody, and to better experience the musicality - Guide students through a Bb scale in solfege - Look at method book selection, in Bb with a 1 octave range, students sing piece in solfege	- Worksheet - Small group and individual performance - Score marking - Class discussion - Audience Rubric
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical excerpts		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Big Band Style **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net, recording of examples

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the hidden dynamic motion of long notes in big band jazz. - identify and perform doo-dat-DAHT rhythms in the jazz literature.	Lesson Sequence - Listen to recording of Count Basie's 'Lil Darlin,' ask students to listen behind the melody - Discuss the statement, "every note goes somewhere," apply to arrangement - In jazz piece, perform a long-note section, and encourage players to think melodically, so that the harmony line has a dynamic direction - Write on board, "doo-dat-DAHT" over a syncopated 8th-1/4 rhythm. Students identify in music - Students play a phrase that features a strong doo-dat-DAHT	- Written examination of meter: writing simple rhythms - Class discussions - Individual and small group performance



Differentiation:

Flexible grouping, goal setting, homework options, varied supplemental materials

Resources Provided:

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



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Unit Title:** Improvisation and Composition

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 the 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: The ability to collaboratively compose and improvise music is essential to developing as a musician. Students must be able to learn music aurally as well as visually, as sometimes in the professional world sheet music is unavailable. Additionally, this unit will benefit students' overall knowledge of genres of music as a basis for improvisation.

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. Conveying meaning through art.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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.12prof.Cr 3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
1.3C.12prof.Pr 6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr 6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Unit Essential Questions:

- How do musicians improve the quality of their creative work?
- 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:

- Musicians evaluate, and refine their work 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.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Unit Learning Targets: Students will...improvise and compose short works of music for their primary instrument.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Rote Melodies	30 minutes/30 days
Lesson 2 Composition	30 minutes/30 days
Lesson 3 Blues Improvisation	30 minutes/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:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual/Performing Arts **Lesson Title:** Rote Melodies **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the correct sound of a major scale. - perform simple major-scale-based melodies. - improvise major-scale melodies using provided rhythm templates.	Lesson Sequence - Video: “Jazz Dispute” on YouTube - Teacher performs melodic fragments - call and response - Fragments gradually get longer - Students take on the role of leader - Discuss: Now, pick a partner and have a musical ‘conversation’ using these fragments.	- Small group and individual performance - Recorded performance for self critique - Written scales
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical phrase		



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Composition **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - proficiently navigate Flat.io composition software. - arrange eight measures of solo or duet music in 4/4 time using a familiar scale.	Lesson Sequence - Students open Finale, with manual provided. If possible, project Flat.io onto a screen or mimio. - Walk through the setup wizard, ask students to pick an instrument of their choice, as well as their own instrument. Select the key of Bb, 4/4 time, and explain that students are to compose 8 bars of melody using only notes from the Bb scale. - Students compose melodies. Students must then compose a harmony that makes use of either parallel or contrary motion. - Students share compositions and small	- Worksheet - Small group and individual performance - Score marking - Class discussion - Audience Rubric



	groups. Evaluate on rubric.	
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: • Laptops • Flat.io website • Staff paper • Instruments (if needed)		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts Lesson Title: Blues Improvisation

Time Frame: 30 minutes/30 day

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, musictheory.net, recording of recent performance

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - correctly perform a Bb blues scale. - demonstrate understanding of the changes of the Bb blues progression. - perform improvised solos over the Bb blues.	Lesson Sequence - Upon students' entry, teacher or model student improvises over a Bb blues backing track (ie Jamey Abersold vol 1). - Write blues scale on the board, encourage students to write it down, and play as a class. - Students listen to the chords of the 12-bar blues; raise hand when the harmony changes. Then, write out on the board the form for a 12-bar blues. - Students volunteer to try a solo over the blues scale. - What are some ideas we can employ for better solos?	- Written examination of meter: writing simple rhythms - Class discussions - Individual and small group performance



Differentiation:

Flexible grouping, goal setting, homework options, varied supplemental materials

Resources Provided:

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



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Unit Title:** Performance and Critique

Unit Summary: Students will demonstrate command of the music learned thus far, as well as demonstrate an understanding of how to critique the performance 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: Selecting, analyzing, and interpreting work. Developing and refining techniques and models or steps needed to create products. Conveying meaning through art.

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people. Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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.12prof.Pr 4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr 5a	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.
1.3C.12prof.Pr 6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
9.2.12.CAP.4	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.5	Identify transferable skills in career choices and design alternative career plans based on those 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
9.4.12.TL.2:	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

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.
- Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Unit Learning Targets: Students will...perform concert music and apply appropriate critique methodologies.



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Major Scales	30 minutes/30 days
Lesson 2 Concert Performance	30 minutes/30 days
Lesson 3 Critique	30 minutes/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:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com



Lesson Plan 1 Template

Content Area: Visual/Performing Arts **Lesson Title:** Major Scales **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate understanding of the correct sound of a major scale. - demonstrate understanding of how to identify a scalar pattern in music. - proficiently perform the Bb, Eb and F scales.	Lesson Sequence - Warmup; long tone and Bb scale. - Discuss: How do we know the sound of a Major scale? Perform an "incorrect" major scale by modifying a note; do the students notice? - Describe the building of a scale, ask students to write out their Bb scale, identifying half steps and whole steps. - Look through concert music, and identify scalar passages. How do you know? - Play through the corresponding scales slowly, then apply them to music.	- Small group and individual performance - Recorded performance for self critique - Written scales



Differentiation:

Flexible grouping, goal setting, homework options, varied supplemental materials.

Resources Provided:

- Teacher generated scale sheets
- Concert Music
- Pre-selected musical examples



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Concert Performance-Dress Rehearsal
Time Frame: 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, instrument, music

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 set up 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	- Worksheet - Small group and individual performance - Score marking - Class discussion - Audience Rubric
Differentiation: Lecture, demonstration, playing alone & within a group, listening to recordings		
Resources Provided: - Teacher generated notes - Concert Music		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Critique **Time Frame:** 30 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, Technology

Integration of Technology: Use of video recording of recent performance, word processors

Equipment Needed: Laptop, Concert Recording, Reflective Essay Prompt

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 - Listen to recording of performance - 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. - Ask: Were the good things individual or group? Were the areas of improvement individual or group? Section leaders offer their input - 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.	- Written examination of meter: writing simple rhythms - Class discussions - Individual and small group performance
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Video/Audio of Concert - Reflection Essay Prompt		



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course** Concert Band

Created: 4/21

Board Approved on:



Unit Overview Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **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: As the summer approaches, it is important for students to understand the ways in which they can keep their skills sharp without the structured environment of band lessons. One such way is to engage in sight-reading music. This is also a transferable skill for the aspiring professional musician.

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: Perceiving and analyzing products. Applying criteria to evaluate products

Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task. Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

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):
1.3B.12prof.Cn 11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
3C.12prof.Re9 a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12prof.Re 7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
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 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:

- 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.
- There are strategies to improve one's professional value and marketability.
- Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Unit Learning Targets: Students will...prepare for success in the upcoming year by identifying methods for growth during the summer months



Evidence of Learning

Summative Assessment: 30 days

Equipment Needed: Instrument, lesson book, concert music, laptop

Teacher Resources: 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 marking parts
- One-on-one lessons and assessments with students
- Practice Rubric

Lesson Plans

Lesson	Time Frame
Lesson 1 Practice and Playing Strategies	30 minutes/30 days
Lesson 2 Form	30 minutes/30 days
Lesson 3 Sight-Reading	30 minutes/30 days

Teacher Notes: At this point, students are familiar with most of their concert music and jazz music. The main focus of this unit is to expand upon the overall musicality of already familiar music and to build skills for approaching new music. This time may also be spent reflecting upon the year and planning for the coming year.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

musictheory.net

gmajormusictheory.com



Lesson Plan 1 Template		
Content Area: Visual/Performing Arts	Lesson Title: Practice Strategies	Time
Frame: 30 minutes/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, Technology		
Integration of Technology: Use of Garageband, musictheory.net		
Equipment Needed: Garageband - Laptop, instrument, music		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - list ways to practice. - demonstrate understanding of the various performance opportunities that occur in the area. - demonstrate understanding of how to go about joining an extracurricular summer ensemble.	Lesson Sequence - On board, students collaboratively define characteristics of good practice. Students copy down the master list, discuss. - On the Internet, students, grouped by section, browse for performance opportunities for young musicians. On a displayed map of the local area, pin places to play. - Students discuss potential ensembles and performance opportunities.	- Class discussions - Student-compiled list
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected music and exercises - Reference recordings		



Lesson Plan 2 Template

Content Area: Visual/Performing Arts **Lesson Title:** Form **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Instrument, Music

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 - Listen to a recording of a binary form work, ie Minuet in G. Upon a second listen, ask students to raise their hand when they hear a repeated section, or when they hear a big change in the music. - Explain terminology for the sections of Sonata-Allegro form. - Repeat procedure for a piece of solo repertoire/concert music of the same form. Have students locate the various sections of the form. - Ask: "Why do we do this? How does it help us to read the music?" - Ask students to analyze another teacher-chosen piece for homework.	- Worksheet - Small group and individual performance - Score marking - Class discussion
Differentiation: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Pre-selected musical phrase		



Lesson Plan 3 Template

Content Area: Visual/Performing Arts **Lesson Title:** Sight-Reading **Time Frame:** 30 minutes/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, Technology

Integration of Technology: Use of Garageband, musictheory.net

Equipment Needed: Garageband - Laptop, 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: Flexible grouping, goal setting, homework options, varied supplemental materials		
Resources Provided: - Teacher generated notes - Concert Music - Pre-selected musical phrase		



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

Curriculum Design Template

Content Area: Visual/Performing Arts **Grade Level:** 9-12 **Course Title:** Concert Band

Created: 4/21

Board Approved on:



SPRINGFIELD PUBLIC SCHOOLS

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