



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

Springfield Public Schools
Springfield, New Jersey 07081

String Ensemble
Grade 6-8

Curriculum Guide

2022

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

Springfield Board of Education
Approved December 12, 2022



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

Springfield Public Schools Springfield, New Jersey

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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

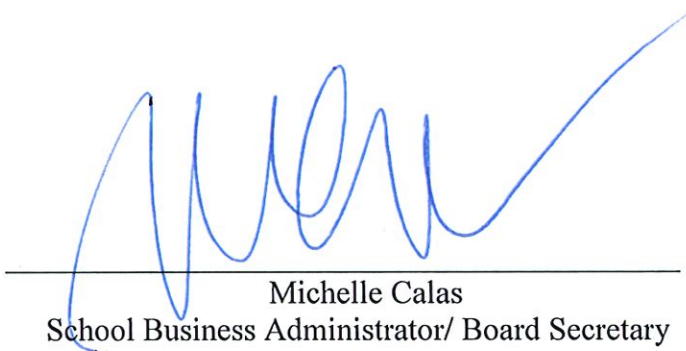
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(continued)

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

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

SEAL



Michelle Calas
School Business Administrator/ Board Secretary



Unit 1 Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit 1 Title:** Note & Rhythm Reading

Unit Summary: The goal of this module is for the student to be able to read music notes & rhythm

Primary Interdisciplinary Connections: Health, Career Readiness

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: In preparation for a performance, competition, or career in music, it is necessary for students to comprehend note reading.

Career 9.2
Readiness 9.4
(Standard 9):

Learning Targets

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1

Content Statements:

Anchor Standard 1: Generating and conceptualizing ideas.

Anchor Standard 2: Organizing and developing ideas.

Anchor Standard 7: Perceiving and analyzing products.

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

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

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

Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.

CPI#:	Cumulative Progress Indicator (CPI):
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.



1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.TL.1	Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions



SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

Unit Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Unit Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context.

Unit Learning Targets:

Students will understand note reading and rhythms.



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, Music, Laptops, Method books

Teacher Resources: Instruments, Music, Laptops, Method books

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 Sight Reading	20 days
Lesson 2 Read reading	20 days
Lesson 3 Rhythm Reading	20 days

Teacher Notes:

L1 Students will go through the music for the concert by site reading through each piece for the concert.

L2 Students will go through in detail sections of the music.

L3 Students will go through and clarify the rhythm of music passages.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.metronomeonline

www.violinonline.com, www.celloonline.com, www.bassonline.com



Lesson Plan 1 Template

Content Area: Visual Performing Arts Lesson Title: Sight Reading Time Frame: 20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband, internet, sound recordings

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify note/rhythm reading. - Recognizes the elements of the music. - Demonstrate through performance. - Vocabulary.	Lesson Sequence - Scales - Identifying time & key signature. - Reading music notes. - Counting rhythm. - Practice music. - Perform music solo/group. - Research and explain cultural/history of music.	- Teacher Observation - Recording Samples - Lessons/Performance
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Book - Scales - Folders		



Lesson Plan 2 Template

Content Area: Visual Performing Arts Lesson Title: Note Reading Time Frame: 20 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: Health

Integration of Technology: Garageband, internet, sound recording

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the scale used for the piece of music. - Identify the key. - Recognize intervals. - Identify the phrases.	Lesson Sequence - Play the scale need for music - Identify the key signature - Play the pitches in order and listen for interval intonation - Practice through a phrase of music with repetition - Perform music solo/group - Research/explain cultural/history of music.	- Recording samples - Performance - Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Book - Scales - Folder		



Lesson Plan 3 Template

Content Area: Visual Performing Arts Lesson Title: Rhythm Reading Time Frame: 20 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: Health

Integration of Technology: Garageband, internet, sound recording

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the time signature. - Identify the values of the notes in the music. - Recognize the counting of notes.	Lesson Sequence - Scale. - Read the time signature. - Play the rhythm of the music. - Count the music verbally. - Practice music. - Perform music solo/group. - Research cultural/history of music.	- Recording samples - Performance - Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Book - Scales - folder		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit Title:** Note & Rhythm Reading

Created: December 2021

Board Approved on:



Unit 2 Overview Template

Content Area: Visual Performing Arts **Grade Level:** 6-8 **Unit 2 Title:** Dynamics/Tempo Articulation

Unit Summary: The goal of this module is for the student to be able to know the various terms dynamics, tempos, and articulation found in music.

Primary Interdisciplinary Connections: Health, Career Readiness

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: In preparation for a performance, competition, or career in music, it is necessary for students to comprehend: dynamics, tempos, and articulation found in music

Career 9.2
Readiness 9.4
(Standard 9):

Learning Targets

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 2.1

Content Statements:

Anchor Standard 8: Interpreting intent and meaning

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Core Idea: Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.



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9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others



SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
2.1.8.PGD.1	Explain how appropriate health care can promote personal health
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
Unit Essential Questions: • How do we discern the musical creators' and performers' expressive intent? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	
Unit Enduring Understandings: • Through their use of elements and structures of music, creators and performers. • Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.	
Unit Learning Targets: Students will understand Dynamics, Tempo, Articulation.	



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, Music, Laptops, Method books

Teacher Resources: Instruments, Music, Laptops, Method books

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 Dynamics	20 days
Lesson 2 Tempo	20 days
Lesson 3 Articulation	20 days

Teacher Notes:

L1 Students will go through the music for the concert by demonstrating dynamics for each piece.

L2 Students will work on tempo, by tapping steady beat foot and/or use of metronome

L3 Students will go through and clarify the needed articulation for music, ie. staccato, legato, accents.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.metronomeonline

www.violinonline.com, www.celloonline.com, www.bassonline.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Dynamics Time Frame: 20 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: Health

Integration of Technology: Garageband, metronomeonline, musictheory.net

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the dynamics in the music. - Understand the vocabulary. - Demonstrate the dynamics in the music.	Lesson Sequence - Learn/review Italian/English terms dynamics f, mf p etc. - crescendos, decrescendos - Practice scale with dynamics - Practice the music by adding dynamics - Perform music solo/group	- Recording samples - Performance - Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Book - Scales - Folder		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Tempo Time Frame: 20 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: Health

Integration of Technology: Garageband, internet, sound recording, metronome

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize the English/Italian Terms for tempo and meter.	Lesson Sequence - Learn/review tempo terms and practice the song using www.metronomeonline.com to find the tempo. - Practice a scale with a metronome. - Find a slower tempo to practice the music with a steady beat. - Gradually increase the tempo of the song to understand the tempo written. - Perform music solo/group	- Recording samples - Performance - Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Book - Scales - Folder		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Articulation Time Frame: 20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband, internet, sound recording, metronome

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Analyze the articulation throughout the music.	Lesson Sequence - Define articulation terms staccato legatos accents. - Demonstrate articulation. - Scale with dynamics. - Students will practice music by adding articulation. - Perform music solo/group.	- Recording samples - Performance - Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Books - Scales - Folder		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual Performing Arts **Grade Level:** 6-8 **Course Title:** Dynamics/Tempo Articulation

Created: December 2021

Board Approved on:



Unit 3 Overview Template

Content Area: Visual Performing Arts **Grade Level:** 6-8 **Unit 3 Title:** Bowling

Unit Summary: The goal of this module is for the student to be able understand bow phrasing

Primary Interdisciplinary Connections: Social Studies, Career Readiness

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: In preparation for a performance, competition, or career in music, it is necessary for students to comprehend bow phrasing.

Career 9.2.
Readiness 9.4
(Standard 9):

Learning Targets

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, 6.1.8

Content Statements:

Anchor Standard 4: Selecting, analyzing and interpreting work.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Core Idea: Early planning can provide more options to pay for postsecondary training and employment.

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.



1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation impacts postsecondary options.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem solving and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices



SEL.PK-12.4.3	Evaluate personal, ethical, safety and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
Unit Essential Questions: • How do performers select repertoire? • How do musicians improve the quality of their performance?	
Unit Enduring Understandings: • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • 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.	
Unit Learning Targets: Students will be able to identify, explain and demonstrate proper phrasing, breath placement, as well as the following articulations: accents, marcato, legato and staccato.	



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, Music, Laptops, Method books

Teacher Resources: Instruments, Music, Laptops, Method books

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 Bow Direction	20 days
Lesson 2 Slurs & Ties	20 days
Lesson 3 Bow Phrasing & Articulation	20 days

Teacher Notes:

L1 Students will go through the music for the concert by demonstrating correct down bow, up bow and lifting.

L2 Students will go work on bow direction relating to slurs and ties in music.

L3 Students will go through and clarify bow playing & position of bow for marcato staccato legato, accents.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.metronomeonline

www.violinonline.com, www.celloonline.com, www.bassonline.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Bow Direction Time Frame: 20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband, metronomeonline, musictheory.net

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate <i>arco</i> and <i>pizzicato</i>. • Identify down bow and up bow.	Lesson Sequence 1. Explain Italian terms <i>arco</i> and <i>pizzicato</i>. 2. Teacher demonstrates techniques. 3. Practice bowing with scale 4. Read and write in symbols where needed down and up bow in music. 5. Student will practice bowing direction techniques in music 6. Perform music solo/group	• Recording samples • Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Method Book • Scales • Folder		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Slurs & Ties Time Frame: 20 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: Social Studies

Integration of Technology: Garageband, internet, sound recording, metronome

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate slurs. • Identify the counting of ties.	Lesson Sequence 1. Teacher demonstrates and explains the slurring of the music. 2. Practice slurring with scale. 3. Students perform bowing of the slurring of the music. 4. Teacher demonstrates & explains a tie. 5. Students count the tie. 6. Perform music solo/group.	• Recording samples • Performance • Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Method Books • Scales • Folders		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Bow Articulation & placement Time Frame: 20 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: Social Studies

Integration of Technology: Garageband, internet, sound recording, metronome

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand bow placement. - Demonstrate bow articulation.	Lesson Sequence - Define terms marcato, legato, staccato. - Teacher demonstrates bow placement to perform these articulations in music. - Practice articulation with scale. - Students practice and discuss, and troubleshoot. - Students watch videos on bowing techniques - Perform music solo/group	- Recording samples - Performance - Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Music - Method Book - Scales - Folders		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Course Title:** Bow Phrasing

Created: December 2021

Board Approved on:



Unit 4 Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit 4 Title :** Form, Phrasing, Intonation

Unit Summary: The goal of this module is for the student to be able to improve Form, Phrasing, & intonation through intervals.

Primary Interdisciplinary Connections: Social Studies, Career Readiness

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: In preparation for a performance, competition, or career in music, it is necessary for students to comprehend form, phrasing, & intonation through intervals.

Career 9.2
Readiness 9.4
(Standard 9):

Learning Targets

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, SOC.6.1

Content Statements:

Anchor Standard 3: Refining and completing products.

Anchor Standard 6: Conveying meaning through art.

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

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

Core Idea: Social and political systems have protected and denied human rights (to varying degrees) throughout time.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles



1.3C.12int.Pr6b:	Demonstrate an understanding of the context of the music through prepared and improvised performances.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.TL.4	Synthesize and publish information about a local or global issue or event
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
6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
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 audience response.	
Unit Learning Targets: Students will identify intervals visually and auditorily.	



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, Music, Laptops, Method books

Teacher Resources: Instruments, Music, Laptops, Method books

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 Tuner	20 days
Lesson 2 Interval Ear Training	20 days
Lesson 3 Interval Theory	20 days

Teacher Notes:

L1 Students will learn to use the tuner.

L2 Students will learn how to hear intervals through Song Recognition and/or solfege.

L3 Students will go learn to read interval spacing, interval theory

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.metronomeonline

www.violinonline.com, www.celloonline.com, www.bassonline.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Tuning Time Frame: 20 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: Social Studies

Integration of Technology: Garageband, metronomeonline, musictheory.net

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate use of a tuner. • Learn about frequency • Recognize perfect fourths and perfect fifths.	Lesson Sequence 1. Class will go to Garageband tuner or tuner online, or show them a tuner. 2. Tune instrument with tuner. 3. Practice scale with tuner. 4. Discuss frequency. 5. Teach the perfect fourths and perfect intervals 6. Students tune using intervals then tune. 7. Students read/listen for fourth and fifth intervals in music/piano 8. Perform music solo/group 9. Use interval ear trainer on www.musictheory.net.	• Recording samples • Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Method Book • Scales • Folders		



Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Ear Training Time Frame: 20 days

Lesson Components

21st Century Themes

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

21st Century Skills

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

Interdisciplinary Connections: Career Readiness

Integration of Technology: Garageband, internet, sound recording, tuner

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize intervals. - Analyze intervals used in music.	Lesson Sequence 1. Explain intervals through song identification. 2. Go to interval trainer on www.musictheory.net 3. Teach plays students listen for intervals in music 4. Practice listening for M2, m2 in scale 5. Students play carefully and use song interval recognition to play music in tune. 6. Perform music solo/group	- Recording samples - Performance - Teacher observations
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Music - Method Book - Scales - Folder		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Interval Theory Time Frame: 20 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: Social Studies

Integration of Technology: Garageband, Quizlet

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize interval reading. - Learn interval theory. - Analyze intervals in music.	Lesson Sequence - Specifically break down reading scales in whole, 1/2 steps - Go to intervals trainer www.musictheory.net and read intervals - Practice Scale reading for M2, m2 - Read and analyze intervals in music - Perform music while reading and listening to intervals intonation	- Recording samples - Performance - Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Sheet Music - Method Books - Scales - Folders		



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Course Title:** Form, Phrase, Intonation

Created: December 2021

Board Approved on:



Unit 5 Overview Template

Content Area: Visual and Performing Arts **Grade Level:** 6-8 **Unit 5 Title:** Performance/Critique

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

Primary Interdisciplinary Connections: Language Arts

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: In preparation for a concert, competition, or career in music, it is necessary for students to listen and observe visual/audio performance live, and/or recording.

Career 9.2

Readiness 9.4

(Standard 9):

Learning Targets

Standards: VPA 1.3C, SEL.PK-12.1, SEL.PK-12.2, SEL.PK-12.3, SEL.PK-12.4, SEL.PK-12.5, LA.W.8

Content Statements:

Anchor Standard 9: Applying criteria to evaluate products.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Core Idea: Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

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

SEL.PK-12.1: Self-Awareness

SEL.PK-12.2: Self-Management

SEL.PK-12.3: Social Awareness

SEL.PK-12.4: Responsible Decision-Making

SEL.PK-12.5: Relationship Skills

LA.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CPI#:	Cumulative Progress Indicator (CPI):
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
9.4.8.TL.5	Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.



9.4.8.TL.6	Collaborate to develop and publish work that provides perspectives on a real-world problem.
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
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Unit Essential Questions: • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding?	
Unit Enduring Understandings: • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria. • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	
Unit Learning Targets: Students will identify improved performance visually and auditorily.	



Evidence of Learning

Summative Assessment: 60 days

Equipment Needed: Instruments, Music, Laptops, Method books

Teacher Resources: Instruments, Music, Laptops, Method books

Formative Assessments:

- Teacher Observation
- Recorded Samples
- Solo/Group Performance
- Tests/Quizzes



Lesson Plans

Lesson	Time Frame
Lesson 1 Musicianship	20 days
Lesson 2 Recording Careers	20 days
Lesson 3 History/Cultural Significance	20 days

Teacher Notes:

L1 Students will learn about scales and musicianship.

L2 Students will learn how to perform, record and critique.

L3 Students will research and critically think about historical and cultural significance.

Curriculum Development Resources/Technology Resources:

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

www.musictheory.net

www.metronomeonline

www.violinonline.com, www.celloonline.com, www.bassonline.com



Lesson Plan 1 Template

Content Area: Visual and Performing Arts Lesson Title: Scales and musicianship Time Frame: 20 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: Language Arts

Integration of Technology: Garageband, metronomeonline, musictheory.net

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate understanding of the correct scale. • Demonstrate understanding of how to identify a scalar pattern in music. • Proficiently perform the scales. • Demonstrate concert etiquette and musicianship.	Lesson Sequence 1. Warmup; long tone and scale. 2. Discuss: How do we know the sound of a Major scale? Perform an "incorrect" major scale by modifying a note; do the students notice? 3. Describe the building of a scale, ask students to write out their scale, identifying half steps and whole steps. 4. Look through concert music, and identify scalar passages. How do you know? 5. How do we behavior and display good concert etiquette and musicianship?	• Recording samples • Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: • Sheet Music • Method Book • Scales		



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Lesson Plan 2 Template

Content Area: Visual and Performing Arts Lesson Title: Concert Performance Time Frame: 20 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: Language Arts

Integration of Technology: Garageband, internet, sound recording, tuner

Equipment Needed: Instruments, Music, Laptops, Method books

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Proficiently perform all concert music. - Demonstrate proper audience behavior and participation. - Record their performances.	Lesson Sequence - Students setup for performance - Perform concert music, rehearse staging and placement for ensembles, soloists. - Students in the audience are asked to observe the requirements of the Audience Rubric. - Rehearse entire program - Group critique - Record along with a backing track or audio of the arrangement.	- Recording samples - Performance - Teacher observations - Recording Assessment
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		
Resources Provided: - Music - Method Book - Scales - Folder		



Lesson Plan 3 Template

Content Area: Visual and Performing Arts Lesson Title: Critique/History Time Frame: 20 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: Language Arts

Integration of Technology: Garageband, Quizlet

Equipment Needed: Instruments, Music, Laptops, Method books

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. • Research history of piece and composer.	Lesson Sequence 1. Listen to the recording of the performance. 2. Ask students to write down three good things they heard from each song, as well as three things they did not like from each song. 3. Ask: Were the good things individual or group? Were the areas of improvement individual or group? 4. Section leaders offer their input. 5. What are the three biggest things we can improve upon for the next performance? Copy down and display on a poster near the entrance of the room. 6. What is the historical significance of the piece?	• Recording samples • Performance • Teacher observation
Differentiation: Students will be taught and evaluated practically and on individual and collaborative work efforts, assessments will be written, verbal, and/or recorded.		



Resources Provided:

- Sheet Music
- Method Books
- Scales
- Folders



Lesson Reflection

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

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

Curriculum Design Template

Content Area: Visual and Performing Arts **Grade Level:** 8 **Course Title:** Performance/Tech/History

Created: December 2021

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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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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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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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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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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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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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