

# Kingsway Regional School District



*Committed to Excellence*

<b>Course Name: Introduction to Band</b>	
<b>Prerequisite(s): N/A</b>	<b>Grade Level(s): 7</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: N/A</b>
<b>BOE Adoption Date: September 2022</b>	<b>Revision Dates: N/A</b>

## Course Description and Outcomes

Introduction to Band is a year-long course designed for students in 7th grade with no prior experience in band who are interested in playing a band instrument (woodwind, brass, percussion) for the first time. The course will include students selecting their instruments, learning of fundamental musical skills through group and individual study, and in combination with students in the Band 7 course, perform in the March and June concerts. Intro to Band is designed to transition students who did not participate in band in elementary school into the 8th grade Band and/or Jazz Ensemble courses, which lead to the high school band program. The course begins with an instrument selection process which includes the purchasing/renting of instruments by the family if needed. Following this, foundational instruction will be provided on the individual and small group levels. Topics include all necessary skills required to play an instrument, such as setup/maintenance, tone production, intonation, flexibility, articulation, dynamics, range, and endurance. Musical repertoire will be introduced at a gradually accelerating pace and will supplement the foundations of beginning instrumental performance while simultaneously supplying students with large and small group musical engagement.

### Course Sequence & Pacing

**Course Title: Introduction to Band**

Unit Title	Suggested Pacing (weeks)	Unit Focus & Performance Expectations (i.e. related state/program standards - NJSLS-SS, AP, ELL, etc.)
Unit 1: Instrumental Technique	Ongoing Throughout School Year (September-June)	NJSLS VPA. <ul style="list-style-type: none"> <li>● 1.3A.8.Cr3a</li> <li>● 1.3.C.12nov.Cr1a</li> <li>● 1.3C.12nov.Pr4a</li> </ul>
Unit 2: Music Theory	Ongoing Throughout School Year (September-June)	NJSLS VPA. <ul style="list-style-type: none"> <li>● 1.3B.12prof.Cr1a</li> <li>● 1.3B.12prof.Cr3a</li> <li>● 1.3B.12prof.Re9a</li> </ul>
Unit 3: The Beginning	10-12 weeks (September-December)	NJSLS VPA. <ul style="list-style-type: none"> <li>● 1.3A.8.Cr3a</li> <li>● 1.3A.8.Pr4a</li> </ul>
Unit 4: Group Performance and Preparation for the Spring Concert	10-12 weeks (January-March)	NJSLS VPA. <ul style="list-style-type: none"> <li>● 1.3A.8.Pr4c</li> <li>● 1.3A.8.P4d</li> <li>● 1.3A.8.Pr6a</li> <li>● 1.3A.8.Pr6b</li> <li>● 1.3C.12nov.Pr4a</li> <li>● 1.3C.12nov.Pr5a</li> <li>● 1.3C.12nov.Pr6a</li> <li>● 1.3C.12nov.Cn10a</li> </ul>
Unit 5: Group Performance and Preparation for the End of the Year Concert	10-12 Weeks (March-June)	NJSLS VPA. <ul style="list-style-type: none"> <li>● 1.3A.8.Pr4c</li> <li>● 1.3A.8.P4d</li> <li>● 1.3A.8.Pr6a</li> <li>● 1.3A.8.Pr6b</li> <li>● 1.3C.12nov.Pr4a</li> <li>● 1.3C.12nov.Pr5a</li> <li>● 1.3C.12nov.Pr6a</li> <li>● 1.3C.12nov.Cn10a</li> </ul>

<b>Unit Title: Instrumental Technique</b>	<b>Section:</b>	<b>Pacing: Ongoing Throughout School Year (September-June)</b>
<p><b>Unit Description:</b> This unit covers all grounds of instrumental technique. Throughout the course, students will engage in strengthening their understanding and application of technique concepts on a daily basis. The 7 fundamentals of music as well as the 6 basic instrumental skills will be explored and utilized daily. Students will engage in these concepts through individual/group performance and discussions.</p>		
<p><i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, &amp; advanced learners) are met when delivering instruction and when assessing students, please refer to the District approved <a href="#">Instructional &amp; Assessment Supports: Accommodations/Modifications Reference Sheet</a>. These must be used in the planning and delivery of instruction.</i></p>		

<b>Core Idea/Enduring Understanding</b>	<b>NJSLS-SS Performance Expectation(s)/Learning Goals</b>	<b>Learning Objectives(s) (Use <a href="#">DOK language</a> that designates a variety of rigor at increasing levels)</b>
<p>Most, if not all, concepts of instrumental performance can be grouped into one of the six instrumental skills. These skills are then layered on top of the seven musical skills to create instrumental music. By working on all these skills daily, students can be prepared for any musical challenges that appear. These are the same set of fundamentals that exist from beginners to professionals.</p> <p>Basic universal patterns can be applied to learning specific material. Music learning is more effective when a pattern of fundamentals is clearly established, rather than learning everything for the first time with a new piece.</p>	<ul style="list-style-type: none"> <li>● 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</li> <li>● 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal</li> <li>● 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will engage in daily exercises to enhance the six instrumental skills: <ul style="list-style-type: none"> <li>○ Sound</li> <li>○ Attack</li> <li>○ Articulation</li> <li>○ Flexibility</li> <li>○ Range</li> <li>○ Endurance</li> </ul> </li> <li>● Students will apply the above concepts to exercises containing the seven musical fundamentals daily (below) <ul style="list-style-type: none"> <li>○ Long vs short</li> <li>○ Loud vs soft</li> <li>○ Quality of sound</li> <li>○ Intonation</li> <li>○ Rhythm</li> <li>○ Ensemble</li> <li>○ Musical Line/Phrasing</li> </ul> </li> </ul>

Common Secondary Assessments	Common Primary Assessments
<ul style="list-style-type: none"> <li>● Scale/Chord Studies Quiz</li> <li>● Longtone Assessments</li> <li>● Flexibility/rudiment assessments</li> <li>● Range/endurance assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Scales Test</li> <li>● Chord Test</li> <li>● Scale/Chord Studies Test</li> <li>● Etude Tests</li> </ul>

**Interdisciplinary Connections for this Unit:** [CORE AREA CONNECTIONS](#)

<p>NGSS Science Practices</p> <ul style="list-style-type: none"> <li>● Ask questions and defining problems.</li> <li>● Construct explanations and designing solutions.</li> <li>● Engage in argument from evidence.</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>● Analysis of historical text including, but not limited to:</li> <li>● People, events, and themes in history through fiction and non-fiction text.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>
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**Related State Mandates Supported within the Unit:**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Amistad Law: N.J.S.A. 18A 52:16A-88</li> <li><input type="checkbox"/> Holocaust Law: N.J.S.A. 18A:35-28</li> <li><input type="checkbox"/> LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</li> </ul>	<ul style="list-style-type: none"> <li>x Diversity, Equity, and Inclusion: P.L.2021, c.32</li> <li><input type="checkbox"/> Asian Americans and Pacific Islanders: P.L.2021, c.416</li> <li><input type="checkbox"/> Other:</li> </ul>
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**Career Ready Practices:** [Note applicable CRPs used within the unit.](#)

<ul style="list-style-type: none"> <li>x Act as a responsible &amp; contributing citizen/employee</li> <li>x Apply appropriate academic &amp; tech skills</li> <li>x Attend to personal health and/or financial well-being</li> <li>x Communicate clearly &amp; effectively &amp; within reason</li> <li><input type="checkbox"/> Consider the environmental, social, &amp; economic impacts of decisions</li> <li>x Demonstrate creativity &amp; innovation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Employ valid &amp; reliable research strategies.</li> <li>x Utilize critical thinking to make sense of problems &amp; persevere in solving them</li> <li>x Model integrity, ethical leadership, and effective management</li> <li>x Plan education &amp; career paths aligned to personal goals</li> <li>x Use technology to enhance productivity</li> <li>x Work productively in teams while using cultural global competence</li> </ul>
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**21<sup>st</sup> Century Themes & Skills:**

- Global awareness
- Financial, economic, business, and entrepreneurial literacy
- Civic literacy
- Health literacy
- Information, media, and technology skills

- x Learning and innovation skills (creativity & innovation, critical thinking & problem solving, & communication & collaboration)
- x Life and career skills (flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, productivity & accountability, & leadership & responsibility)

**Course/Unit Resources (including technology-based resources):**

- Digital platforms
  - YouTube, Spotify
  - Schoology
  - Sight Reading Factory
  - MusicTheory.net
- Concert Repertoire
- Instruments
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples

<b>Unit Title: Music Theory</b>	<b>Section:</b>	<b>Pacing: Ongoing Throughout School Year (September-June)</b>
<p><b>Unit Description:</b> This Unit is intended to introduce students to the basic elements of music theory. Throughout this unit, students will be introduced to the concepts of music theory as it relates to this course, pitch notation, meter and rhythm, note duration and recognition, dynamics, tempo and vocabulary. Students will demonstrate their understanding of these musical concepts through writing musical documents and critiquing the work of others.</p>		

Core Idea/Enduring Understanding	NJSL-SS Performance Expectation(s)/Learning Goals	Learning Objectives(s) (Use <b>DOK language</b> that designates a variety of rigor at increasing levels)
<p>The process of creating music is a highly personal one, but does reflect the culture and historical background of the artist. A common vocabulary allows artists of varied cultures and backgrounds to gain insight, understanding and appreciation of each other's works.</p> <p>The process of creating music is neither haphazard nor random. The way the elements of rhythm, melody, and harmony are used by each artist results in an aesthetically pleasing, but unique composition. This taken with the cultural and historical background of the artist, accounts for the wide diversity of styles of music.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p>	<ul style="list-style-type: none"> <li>● 1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</li> <li>● 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</li> <li>● 1.3B.12prof.Cr3a: Identify, describe and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.</li> <li>● 1.3B.12prof.Re9a: Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will identify musical symbols.</li> <li>● Students will identify pitches on the staff.</li> <li>● Students will distinguish between different types of notes (lines and spaces)</li> <li>● Students will demonstrate how to write notes on a staff.</li> <li>● Students will label the lines and spaces on their respective staff and clef.</li> <li>● Students will be able to analyze musical rhythms.</li> </ul>

Common Secondary Assessments	Common Primary Assessments
<ul style="list-style-type: none"> <li>● Pitch Quizzes</li> <li>● Rhythm Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>● Written Theory Exam</li> </ul>

<b>Interdisciplinary Connections for this Unit: <a href="#">CORE AREA CONNECTIONS</a></b>	
NGSS Science Practices <ul style="list-style-type: none"> <li>● Ask questions and defining problems.</li> <li>● Construct explanations and designing solutions.</li> <li>● Engage in argument from evidence.</li> </ul> Social Studies <ul style="list-style-type: none"> <li>● Analysis of historical text including, but not limited to:</li> <li>● People, events, and themes in history through fiction and non-fiction text.</li> </ul> Reading: <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
<b>Related State Mandates Supported within the Unit:</b>	
<input type="checkbox"/> Amistad Law: N.J.S.A. 18A 52:16A-88 <input type="checkbox"/> Holocaust Law: N.J.S.A. 18A:35-28 <input type="checkbox"/> LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion: P.L.2021, c.32 <input type="checkbox"/> Asian Americans and Pacific Islanders: P.L.2021, c.416 <input type="checkbox"/> Other:
<b>Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a></b>	
<input checked="" type="checkbox"/> Act as a responsible & contributing citizen/employee <input checked="" type="checkbox"/> Apply appropriate academic & tech skills <input checked="" type="checkbox"/> Attend to personal health and/or financial well-being <input checked="" type="checkbox"/> Communicate clearly & effectively & within reason <input type="checkbox"/> Consider the environmental, social, & economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity & innovation	<input type="checkbox"/> Employ valid & reliable research strategies. <input checked="" type="checkbox"/> Utilize critical thinking to make sense of problems & persevere in solving them <input checked="" type="checkbox"/> Model integrity, ethical leadership, and effective management <input checked="" type="checkbox"/> Plan education & career paths aligned to personal goals <input checked="" type="checkbox"/> Use technology to enhance productivity <input checked="" type="checkbox"/> Work productively in teams while using cultural global competence
<b>21<sup>st</sup> Century Themes &amp; Skills:</b>	
<input type="checkbox"/> Global awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> Civic literacy <input type="checkbox"/> Health literacy <input checked="" type="checkbox"/> Information, media, and technology skills	<input checked="" type="checkbox"/> Learning and innovation skills (creativity & innovation, critical thinking & problem solving, & communication & collaboration) <input checked="" type="checkbox"/> Life and career skills (flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, productivity & accountability, & leadership & responsibility)
<b>Course/Unit Resources (including technology-based resources):</b>	
<ul style="list-style-type: none"> <li>● Digital platforms               <ul style="list-style-type: none"> <li>○ YouTube, Spotify</li> <li>○ Schoology</li> <li>○ Sight Reading Factory</li> <li>○ MusicTheory.net</li> </ul> </li> </ul>	

- Concert Repertoire
- Instruments
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples



<b>Unit Title: The Beginning</b>	<b>Sections:</b> 3.1 Selecting An Instrument 3.2 Instrumental Setup/Maintenance 3.3 Embouchure/Stick Grip and Fundamental Technique	<b>Pacing: 10-12 Weeks (September-December)</b>
<p><b>Unit Description:</b> This unit covers the beginning three months on the instrument, in which progress is most essential. Students will be introduced to their instruments, select their instrument choice, purchase/rent if necessary, and understand basic setup/maintenance. This unit will take basic instrumental techniques and music theory, and combine them to the instrument for instrumental performance.</p>		

Core Idea/Enduring Understanding	NJSL-SS Performance Expectation(s)/Learning Goals	Learning Objectives(s) (Use <b>DOK language</b> that designates a variety of rigor at increasing levels)
3.1 Selecting An Instrument	<ul style="list-style-type: none"> <li>● 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</li> <li>● 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will spend time listening to and watching performances on a variety of different instruments available to them</li> <li>● Students will discuss the instrument families and their roles in the ensemble, as well as modern applications of the instruments</li> <li>● Students will select their instrument of choice and purchase/rent it with their family if it is not an instrument supplied by the school</li> </ul>
3.2 Instrumental Setup/Maintenance		<ul style="list-style-type: none"> <li>● Students will learn a system of guidelines to properly care for and maintain their instrument.</li> <li>● Students will learn the proper setup and breakdown processes for their instrument.</li> <li>● Students will learn any details regarding regular maintenance of their instrument (reed changes, valve oil, stick health)</li> </ul>
3.3 Embouchure/Stick Grip and Fundamental Technique		<ul style="list-style-type: none"> <li>● In individual/small group settings, students will be instructed on how to produce a tone on their specific instrument</li> <li>● Through successful repetition, students will establish proper playing habits relevant to their specific instrument.</li> </ul>

Common Secondary Assessments	Common Primary Assessments
<ul style="list-style-type: none"> <li>● Set Up/Breakdown Quiz</li> </ul>	<ul style="list-style-type: none"> <li>● Choosing An Instrument</li> </ul>

<b>Interdisciplinary Connections for this Unit: <a href="#">CORE AREA CONNECTIONS</a></b>	
NGSS Science Practices <ul style="list-style-type: none"> <li>● Ask questions and defining problems.</li> <li>● Construct explanations and designing solutions.</li> <li>● Engage in argument from evidence.</li> </ul> Social Studies <ul style="list-style-type: none"> <li>● Analysis of historical text including, but not limited to:</li> <li>● People, events, and themes in history through fiction and non-fiction text.</li> </ul> Reading: <ul style="list-style-type: none"> <li>● Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
<b>Related State Mandates Supported within the Unit:</b>	
<input type="checkbox"/> Amistad Law: N.J.S.A. 18A 52:16A-88 <input type="checkbox"/> Holocaust Law: N.J.S.A. 18A:35-28 <input type="checkbox"/> LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion: P.L.2021, c.32 <input type="checkbox"/> Asian Americans and Pacific Islanders: P.L.2021, c.416 <input type="checkbox"/> Other:
<b>Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a></b>	
<input checked="" type="checkbox"/> Act as a responsible & contributing citizen/employee <input checked="" type="checkbox"/> Apply appropriate academic & tech skills <input checked="" type="checkbox"/> Attend to personal health and/or financial well-being <input checked="" type="checkbox"/> Communicate clearly & effectively & within reason <input type="checkbox"/> Consider the environmental, social, & economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity & innovation	<input type="checkbox"/> Employ valid & reliable research strategies. <input checked="" type="checkbox"/> Utilize critical thinking to make sense of problems & persevere in solving them <input checked="" type="checkbox"/> Model integrity, ethical leadership, and effective management <input checked="" type="checkbox"/> Plan education & career paths aligned to personal goals <input checked="" type="checkbox"/> Use technology to enhance productivity <input checked="" type="checkbox"/> Work productively in teams while using cultural global competence
<b>21<sup>st</sup> Century Themes &amp; Skills:</b>	
<input type="checkbox"/> Global awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> Civic literacy <input type="checkbox"/> Health literacy <input checked="" type="checkbox"/> Information, media, and technology skills	<input checked="" type="checkbox"/> Learning and innovation skills (creativity & innovation, critical thinking & problem solving, & communication & collaboration) <input checked="" type="checkbox"/> Life and career skills (flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, productivity & accountability, & leadership & responsibility)
<b>Course/Unit Resources (including technology-based resources):</b>	
<ul style="list-style-type: none"> <li>● Digital platforms               <ul style="list-style-type: none"> <li>○ YouTube, Spotify</li> <li>○ Schoology</li> <li>○ Sight Reading Factory</li> <li>○ MusicTheory.net</li> </ul> </li> </ul>	

- Concert Repertoire
- Instruments
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples

<b>Unit Title: Group Performance and Preparation for the Spring Concert</b>	<b>Section:</b>	<b>Pacing: 10-12 Weeks (January-March)</b>
<b>Unit Description:</b> This Unit allows each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures. Music of varied styles will be studied and performed.		

<b>Core Idea/Enduring Understanding</b>	<b>NJSLS-SS Performance Expectation(s)/Learning Goals</b>	<b>Learning Objectives(s) (Use <a href="#">DOK language</a> that designates a variety of rigor at increasing levels)</b>
<p>All skills learned from instrumental technique, music theory, and the beginning, will all be applied and synthesized to perform musical repertoire. The level in which the repertoire is studied will advance simultaneous to the ability level of the ensemble. Large group rehearsal settings are for applying already prepared music in a group setting - not for learning music for the first time. Time efficiency and preparation strategies are crucial to success in a large group setting. Studying the context and intent behind a composer's repertoire will aide in performance techniques.</p>	<p>NJSLS VPA.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</li> <li>● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> <li>● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.</li> <li>● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</li> <li>● 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>● 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>● 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</li> <li>● 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform their individual part within the large group and via Schoology</li> <li>● Apply musical concepts through large group performance.</li> <li>● Perform music accurately and expressively.</li> <li>● Differentiate between different musical styles</li> <li>● Critique and reflect on performances on the individual, section, and full ensemble levels</li> </ul>

Common Secondary Assessments	Common Primary Assessments
<ul style="list-style-type: none"> <li>• Playing Quizzes (Schoology/In Person)</li> </ul>	<ul style="list-style-type: none"> <li>• Playing Tests (Schoology/In Person)</li> </ul>

Interdisciplinary Connections for this Unit: <a href="#">CORE AREA CONNECTIONS</a>	
<p>NGSS Science Practices</p> <ul style="list-style-type: none"> <li>• Ask questions and defining problems.</li> <li>• Construct explanations and designing solutions.</li> <li>• Engage in argument from evidence.</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>• Analysis of historical text including, but not limited to:</li> <li>• People, events, and themes in history through fiction and non-fiction text.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
Related State Mandates Supported within the Unit:	
<ul style="list-style-type: none"> <li><input type="checkbox"/>Amistad Law: N.J.S.A. 18A 52:16A-88</li> <li><input type="checkbox"/>Holocaust Law: N.J.S.A. 18A:35-28</li> <li><input type="checkbox"/>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</li> </ul>	<ul style="list-style-type: none"> <li>x Diversity, Equity, and Inclusion: P.L.2021, c.32</li> <li><input type="checkbox"/>Asian Americans and Pacific Islanders: P.L.2021, c.416</li> <li><input type="checkbox"/>Other:</li> </ul>
Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a>	
<ul style="list-style-type: none"> <li>x Act as a responsible &amp; contributing citizen/employee</li> <li>x Apply appropriate academic &amp; tech skills</li> <li>x Attend to personal health and/or financial well-being</li> <li>x Communicate clearly &amp; effectively &amp; within reason</li> <li><input type="checkbox"/>Consider the environmental, social, &amp; economic impacts of decisions</li> <li>x Demonstrate creativity &amp; innovation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/>Employ valid &amp; reliable research strategies.</li> <li>x Utilize critical thinking to make sense of problems &amp; persevere in solving them</li> <li>x Model integrity, ethical leadership, and effective management</li> <li>x Plan education &amp; career paths aligned to personal goals</li> <li>x Use technology to enhance productivity</li> <li>x Work productively in teams while using cultural global competence</li> </ul>
21 <sup>st</sup> Century Themes & Skills:	
<ul style="list-style-type: none"> <li><input type="checkbox"/>Global awareness</li> <li><input type="checkbox"/>Financial, economic, business, and entrepreneurial literacy</li> <li><input type="checkbox"/>Civic literacy</li> <li><input type="checkbox"/>Health literacy</li> <li>x Information, media, and technology skills</li> </ul>	<ul style="list-style-type: none"> <li>x Learning and innovation skills (creativity &amp; innovation, critical thinking &amp; problem solving, &amp; communication &amp; collaboration)</li> <li>x Life and career skills (flexibility &amp; adaptability, initiative &amp; self-direction, social &amp; cross-cultural skills, productivity &amp; accountability, &amp; leadership &amp; responsibility)</li> </ul>

**Course/Unit Resources (including technology-based resources):**

- Digital platforms
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- Concert Repertoire
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<b>Unit Title: Group Performance and Preparation for the End of Year Concert</b>	<b>Section:</b>	<b>Pacing:</b> 10-12 Weeks (March-June)
<b>Unit Description:</b> This Unit allows each student to progress as a musician and achieve musical independence at a high level. Students build upon previously learned musical concepts and knowledge regarding note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures. Music of varied styles will be studied and performed.		

<b>Core Idea/Enduring Understanding</b>	<b>NJSLS-SS Performance Expectation(s)/Learning Goals</b>	<b>Learning Objectives(s) (Use <b>DOK language</b> that designates a variety of rigor at increasing levels)</b>
<p>All skills learned from instrumental technique, music theory, and the beginning, will all be applied and synthesized to perform musical repertoire. The level in which the repertoire is studied will advance simultaneous to the ability level of the ensemble. Large group rehearsal settings are for applying already prepared music in a group setting - not for learning music for the first time. Time efficiency and preparation strategies are crucial to success in a large group setting. Studying the context and intent behind a composer's repertoire will aide in performance techniques.</p>	<p>NJSLS VPA.</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</li> <li>● 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</li> <li>● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.</li> <li>● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</li> <li>● 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</li> <li>● 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>● 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</li> <li>● 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</li> </ul>	<ul style="list-style-type: none"> <li>● Perform their individual part within the large group and via Schoology</li> <li>● Apply musical concepts through large group performance.</li> <li>● Perform music accurately and expressively.</li> <li>● Differentiate between different musical styles</li> <li>● Critique and reflect on performances on the individual, section, and full ensemble levels</li> </ul>

Common Secondary Assessments	Common Primary Assessments
<ul style="list-style-type: none"> <li>• Playing Quizzes (Schoology/In Person)</li> </ul>	<ul style="list-style-type: none"> <li>• Playing Tests (Schoology/In Person)</li> </ul>

<b>Interdisciplinary Connections for this Unit: <a href="#">CORE AREA CONNECTIONS</a></b>	
<p>NGSS Science Practices</p> <ul style="list-style-type: none"> <li>• Ask questions and defining problems.</li> <li>• Construct explanations and designing solutions.</li> <li>• Engage in argument from evidence.</li> </ul> <p>Social Studies</p> <ul style="list-style-type: none"> <li>• Analysis of historical text including, but not limited to:</li> <li>• People, events, and themes in history through fiction and non-fiction text.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul>	
<b>Related State Mandates Supported within the Unit:</b>	
<input type="checkbox"/> Amistad Law: N.J.S.A. 18A 52:16A-88 <input type="checkbox"/> Holocaust Law: N.J.S.A. 18A:35-28 <input type="checkbox"/> LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	<input checked="" type="checkbox"/> Diversity, Equity, and Inclusion: P.L.2021, c.32 <input type="checkbox"/> Asian Americans and Pacific Islanders: P.L.2021, c.416 <input type="checkbox"/> Other:
<b>Career Ready Practices: <a href="#">Note applicable CRPs used within the unit.</a></b>	
<input checked="" type="checkbox"/> Act as a responsible & contributing citizen/employee <input checked="" type="checkbox"/> Apply appropriate academic & tech skills <input checked="" type="checkbox"/> Attend to personal health and/or financial well-being <input checked="" type="checkbox"/> Communicate clearly & effectively & within reason <input type="checkbox"/> Consider the environmental, social, & economic impacts of decisions <input checked="" type="checkbox"/> Demonstrate creativity & innovation	<input type="checkbox"/> Employ valid & reliable research strategies. <input checked="" type="checkbox"/> Utilize critical thinking to make sense of problems & persevere in solving them <input checked="" type="checkbox"/> Model integrity, ethical leadership, and effective management <input checked="" type="checkbox"/> Plan education & career paths aligned to personal goals <input checked="" type="checkbox"/> Use technology to enhance productivity <input checked="" type="checkbox"/> Work productively in teams while using cultural global competence
<b>21<sup>st</sup> Century Themes &amp; Skills:</b>	
<input type="checkbox"/> Global awareness <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy <input type="checkbox"/> Civic literacy <input type="checkbox"/> Health literacy <input checked="" type="checkbox"/> Information, media, and technology skills	<input checked="" type="checkbox"/> Learning and innovation skills (creativity & innovation, critical thinking & problem solving, & communication & collaboration) <input checked="" type="checkbox"/> Life and career skills (flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, productivity & accountability, & leadership & responsibility)



**Course/Unit Resources (including technology-based resources):**

- Digital platforms
  - YouTube, Spotify
  - Schoology
  - Sight Reading Factory
  - MusicTheory.net
- Concert Repertoire
- Instruments
- Staff paper
- Notebook paper
- Teacher constructed exercises and examples
- Various recorded musical examples