

# KINGSWAY REGIONAL SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: Jazz Ensemble</b>	<b>Grade Level(s): 8</b>
<b>Department: Visual and Performing Arts</b>	<b>Credits: NA</b>
<b>BOE Adoption Date: October 2018</b>	<b>Revision Date(s): October 2019; September 2022</b>

## ABSTRACT

In this course, students will explore the fundamentals needed to perform on their instrument. The course will develop these competencies by exploring the theoretical concepts needed to successfully read and perform music. Students will develop technique, tone production, music reading, instrumental intonation, and rehearsal/performance procedures. Music of varied styles will be studied and performed. Several concerts will be scheduled throughout the year, and student participation will be a requirement of the course.

1. Developing an advanced sense of rhythm, pitch, timing, note recognition, meter, tempo, and music vocabulary. Demonstrating knowledge and understanding of musical concepts using performance, evaluative testing, and peer to peer critique to further refine understanding and skills.
2. Perform independently and in groups to apply theoretical understanding of musical terminology to their musical performance.
3. Demonstrate how to care for and maintain instruments throughout the year.
4. Demonstrate performance etiquette.

**Proficiencies and Pacing Guide:**

**Course Title:** 8<sup>th</sup> Grade Jazz Ensemble

**Prerequisite(s):** Prior music reading and performance experience

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<b>Unit 1:</b> Instrumental Technique	On-going throughout the year  September-June	NJSLS VPA. ● 1.3A.8.Cr3a ● 1.3A.8.Cr2b	<ul style="list-style-type: none"> <li>Students will learn foundations of instrumental technique and apply these to performance of repertoire</li> </ul>	<ul style="list-style-type: none"> <li>Major/minor scales, arpeggios, patterns</li> <li>Intonation, flexibility, articulation, dynamics, range, endurance</li> </ul>
<b>Unit 2:</b> Music Theory and Improvisation	On-going throughout the year  September-June	NJSLS VPA. ● 1.3A.8.Cr3a ● 1.3A.8.Cr2b	<ul style="list-style-type: none"> <li>Students will learn the foundational basics of music theory and apply these in practice to performance of repertoire</li> <li>Students will learn the fundamentals of jazz improvisation and apply these practices in rehearsal and performance</li> </ul>	<ul style="list-style-type: none"> <li>Music reading (all notes/rhythms including patterns up to sixteenth notes)</li> <li>Identifying aural patterns</li> <li>Utilizing jazz scales and patterns to create solos in real time</li> </ul>
<b>Unit 3:</b> Group Performance and preparation for the Winter Concert	10-12 Weeks  September-December	NJSLS VPA. ● 1.3A.8.Pr4c ● 1.3A.8.P4d ● 1.3A.8.Pr4e ● 1.3A.8.Pr5a ● 1.3A.8.Pr6a ● 1.3A.8.Pr6b	<ul style="list-style-type: none"> <li>Students will be able to understand and perform musical repertoire in ensemble, section, and individual settings</li> <li>Students will be able to synthesize and apply basic concepts of music theory and instrumental technique to their repertoire to ensure efficient learning and detection of musical patterns</li> <li>Students will be able to recognize the historical and current implementations of the meanings of their</li> </ul>	<ul style="list-style-type: none"> <li>Performance of music in three primary settings: full ensemble, sections of instruments, and individual self</li> <li>Performance of music in different amounts: full length set lists/pieces, large sections of pieces, individual measures, note by note</li> <li>Performance of music for formal assessment in front of large group or via Schoology recording</li> <li>Listen to and evaluate recordings of music: original</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			repertoire as designated by the respective composers	and our arrangements <ul style="list-style-type: none"> <li>• Critique own past performances of both rehearsal and in concert</li> </ul>
<b>Unit 4:</b> 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.Pr4e</li> <li>• 1.3A.8.Pr5a</li> <li>• 1.3A.8.Pr6a</li> <li>• 1.3A.8.Pr6b</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and perform musical repertoire in ensemble, section, and individual settings</li> <li>• Students will be able to synthesize and apply basic concepts of music theory and instrumental technique to their repertoire to ensure efficient learning and detection of musical patterns</li> <li>• Students will be able to recognize the historical and current implementations of the meanings of their repertoire as designated by the respective composers</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of music in three primary settings: full ensemble, sections of instruments, and individual self</li> <li>• Performance of music in different amounts: full length set lists/pieces, large sections of pieces, individual measures, note by note</li> <li>• Performance of music for formal assessment in front of large group or via Schoology recording</li> <li>• Listen to and evaluate recordings of music: original and our arrangements</li> <li>• Critique own past performances of both rehearsal and in concert</li> </ul>
<b>Unit 5:</b> 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.Pr4e</li> <li>• 1.3A.8.Pr5a</li> <li>• 1.3A.8.Pr6a</li> <li>• 1.3A.8.Pr6b</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand and perform musical repertoire in ensemble, section, and individual settings</li> <li>• Students will be able to synthesize and apply basic concepts of music theory and instrumental technique to</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of music in three primary settings: full ensemble, sections of instruments, and individual self</li> <li>• Performance of music in different amounts: full length set lists/pieces, large sections of pieces, individual</li> </ul>

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
			<p>their repertoire to ensure efficient learning and detection of musical patterns</p> <ul style="list-style-type: none"> <li>• Students will be able to recognize the historical and current implementations of the meanings of their repertoire as designated by the respective composers</li> </ul>	<p>measures, note by note</p> <ul style="list-style-type: none"> <li>• Performance of music for formal assessment in front of large group or via Schoology recording</li> <li>• Listen to and evaluate recordings of music: original and our arrangements</li> <li>• Critique own past performances of both rehearsal and in concert</li> </ul>

Unit 1: Instrumental Technique	Recommended Duration: On-Going throughout the year
<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>	

Essential Questions:	Enduring Understandings:
<p>How can understanding a basic universal pattern be applied to learning specific material? Why is it important to have a strong set of fundamentals?</p>	<ul style="list-style-type: none"> <li>• Music learning is more effective when a pattern of fundamentals is clearly established, rather than learning everything for the first time for each new piece.</li> <li>•</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS VPA.</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> </ul>	<ul style="list-style-type: none"> <li>• Students will understand the physical elements of performing music.</li> <li>• Students will understand idiomatic properties of their specific instrument and how they compare and contrast to that of other instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will engage in longtone, articulation, flexibility, range, and endurance exercises daily.</li> <li>• Students will apply the above concepts to exercises containing the seven musical fundamentals daily (below)</li> <li>• Long vs short</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<ul style="list-style-type: none"> <li>Students will understand proper concepts of instrument maintenance and upkeep.</li> <li>Students will explore concepts of how proper breathing can relate to levels of internal focus in music.</li> </ul>	<ul style="list-style-type: none"> <li>Loud vs soft</li> <li>Quality of sound</li> <li>Intonation</li> <li>Rhythm</li> <li>Ensemble</li> <li>Musical Line/Phrasing</li> <li>Students will learn a system of guidelines to properly care for and maintain their instrument</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>Daily review of musical terms</li> <li>Daily evaluation of all items of sound quality</li> </ul>	<ul style="list-style-type: none"> <li>Scales test</li> <li>Chord test</li> <li>Scale/chord patterns tests</li> </ul>	<ul style="list-style-type: none"> <li>Scale/chord studies</li> <li>Longtone assessments</li> <li>Flexibility/rudiment assessments</li> <li>Range/endurance assessments</li> </ul>	<ul style="list-style-type: none"> <li>Formally critique and analyze fundamental skills</li> <li>Fundamentals Bootcamp</li> <li>Reverse Engineer music to fundamentals</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>Additional time to complete tasks/projects</li> <li>Performance versus written tasks/projects</li> <li>Multiple attempts.</li> </ul>

Instructional Strategies ( <i>Robert Marzano's 41 Elements</i> ):
<ul style="list-style-type: none"> <li>Identifying critical information</li> <li>Previewing New Content</li> <li>Chunking Content into "Digestible Bites"</li> <li>Reflecting on Learning</li> <li>Reviewing Content</li> <li>Organizing Students to Practice and Deepen Knowledge</li> <li>Practicing Skills, Strategies, and Processes</li> <li>Providing resources and guidance</li> </ul>

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Small Group versus individual work
- Hands on activities
- Instructions/expectations given several different ways (including lecture, listening and written)

**Unit Vocabulary:**

**Essential:** Staff, treble clef, bass clef, leger line, grand staff, pitch, rhythm, notation, meter, time signature, bar line, double bar line, beat, tempo, dynamics

**Non-Essential:** instrument, measure, bar line

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA, Mathematics, Science (Physics), Health/PE (Anatomy), World Languages, Social Studies, Technology, 21 <sup>st</sup> Century Life and Careers:	Digital platforms for examples (YouTube, Spotify), Schoology, Sight Reading Factory, MusicTheory.net		

**Resources:****Texts/Materials:**

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

**Major Assignments (required):**

- Perform on instruments
- Written theory Benchmarks

**Major Activities (required):**

- Formally critique/discuss the use of music theory in a piece of music.
- Analyze theory concepts and interpret them in a musical score

<b>Unit 2: Music Theory and Improvisation</b>	<b>Recommended Duration: On-Going throughout the year</b>
<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 or others.	

<b>Essential Questions:</b>	<b>Enduring Understandings:</b>
<p>Why is it important for students to learn and understand music theory? How do the varied concepts of music come together to form a musical composition?</p> <p>How do individuals choose music to experience?</p> <p>How is improvising a useful life skill?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• Communication and emotions can be expressed in ways without words through creating music in the moment.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<p>NJSLS VPA.</p> <ul style="list-style-type: none"> <li>• 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that identifying musical elements is the key to music literacy.</li> <li>• Students will be able to effectively use basic musical terminology such as rhythm, pitch, meter, note recognition, tempo, etc., to identify musical elements and to describe and critique music.</li> <li>• Students will be able to demonstrate their understanding of musical elements by</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 identify notes and duration of notes.</li> <li>• Students will distinguish between different types</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
	<p>writing musical documents and critiquing the work of others in the classroom.</p> <ul style="list-style-type: none"> <li>Students will be able to apply their knowledge of musical elements through the performance of music.</li> </ul>	<p>of notes. (rhythmic)</p> <ul style="list-style-type: none"> <li>Students will demonstrate correct placement of a note stem.</li> <li>Students will demonstrate how to write notes on a staff.</li> <li>Students will define time signature, measure, and bar lines.</li> <li>Students will demonstrate their knowledge of musical vocabulary through discussion and critique.</li> <li>Students will demonstrate their knowledge of musical elements through performance.</li> <li>Students will learn jazz scales to utilize in solos of their own.</li> <li>Students will rehearse aural patterns of call and response to apply to their jazz vocabulary.</li> <li>Students will learn about musical form and “rules” of jazz improvisation.</li> </ul>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>Daily review of musical terms</li> <li>Music work/notebook</li> <li>Peer Critique</li> <li>Group Work</li> </ul>	<ul style="list-style-type: none"> <li>Terms Quiz</li> <li>Pitch Quiz</li> <li>Rhythm and Meter Quiz</li> <li>Theory Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic playing test</li> <li>Pitch identification playing test.</li> </ul>	<ul style="list-style-type: none"> <li>Formally critique/discuss the use of music theory in a piece of music.</li> <li>Analyze a musical composition presented in written form and identify the musical concepts.</li> <li>Perform various rhythms presented in their music.</li> <li>Perform pitches on their instruments.</li> </ul>



**Possible Assessment Modifications /Accommodations/ Differentiation:**

- Additional time to complete tasks/projects
- Performance versus written tasks/projects
- Multiple attempts.

**Instructional Strategies (*Robert Marzano's 41 Elements*):**

- Identifying critical information
- Previewing New Content
- Chunking Content into "Digestible Bites"
- Reflecting on Learning
- Reviewing Content
- Organizing Students to Practice and Deepen Knowledge
- Practicing Skills, Strategies, and Processes
- Providing resources and guidance

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Small Group versus individual work
- Hands on activities
- Instructions/expectations given several different ways (including lecture, listening and written)

**Unit Vocabulary:**

**Essential:** Staff, treble clef, bass clef, leger line, grand staff, pitch, rhythm, notation, meter, time signature, bar line, double bar line, beat, tempo, dynamics

**Non-Essential:** instrument, measure, bar line

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
E/LA:  Mathematics:  Science:	Digital platforms for examples (YouTube, Spotify), Schoology, Sight Reading Factory, MusicTheory.net		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
Visual and Performing Arts:  Health/PE:  World Languages:  Social Studies:  Technology:  21 <sup>st</sup> Century Life and Careers:  NJSLS 9.3.12.AR PRF.4 - Demonstrate knowledge of music theory.  Library:			

Resources:
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert Repertoire</li> <li>• Instruments</li> <li>• Staff paper</li> <li>• Notebook paper</li> <li>• Teacher constructed exercises and examples</li> <li>• Various recorded musical examples</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Perform on instruments</li> <li>• Written theory Benchmarks</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Formally critique/discuss the use of music theory in a piece of music.</li> <li>• Analyze theory concepts and interpret them in a musical score</li> </ul>

<b>Unit: 3 Group Performance and Prep for the Holiday Concert</b>	<b>Recommended Duration: 10-12 Weeks September-December</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>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is knowing musical concepts important in band class?</li> <li>• How can I improve my practice?</li> <li>• What elements are required to create a characteristic sound on your instrument?</li> <li>• What roles do the student and director have in the performance of a piece of music?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>	<ul style="list-style-type: none"> <li>• The science of music is found in music theory.</li> <li>• Repetition while practicing properly is the best way to improve one's performance.</li> <li>• Creating a pleasing tone on an instrument takes practice, perseverance and dedication.</li> <li>• Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<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.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</li> </ul>	<ul style="list-style-type: none"> <li>• Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire.</li> <li>• Students will be able to perform in a large group.</li> <li>• Students will be able to perform in multiple sections in a large group setting.</li> <li>• Students will be able to use musical vocabulary to critique the performance on the band.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their individual part within the large group and via Google Voice.</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 their individual part of the band</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<ul style="list-style-type: none"> <li>● 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.</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> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>● Schoology</li> <li>● Theory assessments</li> <li>● Classroom performance</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> <li>● Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom performance</li> <li>● Schoology</li> <li>● Sectional performance</li> <li>● Individual performance</li> <li>● Concert performance</li> </ul>	<ul style="list-style-type: none"> <li>● Daily practice</li> <li>● Weekend practice</li> <li>● Concert attendance and performance</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>● Student exemplars</li> <li>● Student helpers</li> <li>● Modifying the music</li> <li>● Re-write of music if necessary</li> <li>● After school lessons and help</li> <li>● Recordings of the music for practice</li> </ul>

**Instructional Strategies (Robert Marzano's 41 Elements):**

- DQ 1: #2 Tracking Student Progress
- DQ 1: #4 Establishing Classroom Routines
- DQ 6: #5 Organizing the physical layout of the classroom
- DQ 2: #6 Identifying Critical Information
- DQ 2: #8 Previewing New Content
- DQ 2: #9 Chunking in Digestible Bites
- DQ 3: #14 Reviewing Content
- DQ 3: #19 Practicing Skills, Strategies, and Processes
- DQ 4: #23 Providing Resources and Guidance
- DQ 5: #24 Noticing when students are not engaged
- DQ 5: #28 Maintaining a lively pace
- DQ 5: #29 Demonstrating Intensity and Enthusiasm
- DQ 7: #33 Demonstrating "With it ness"
- DQ 8: #37 Using verbal and nonverbal behaviors that indicate affection for students
- DQ 8: #38 Displaying Objectivity and Control
- DQ 9: #39 Demonstrating value and respect for low expectancy students

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Re-Test
- Re-Assess on performance
- Modify music
- Adjust written assessments
- Seat change
- Instrumental part change...example from a 1 to a 2

**Unit Vocabulary:**

**Essential:** note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.

**Non-Essential:** concept, instrumental, music, synthesize

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA:</p> <p>NJSLS LA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics:</p> <p>NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p>	<p>Digital platforms for examples (YouTube, Spotify), Schoology, Sight Reading Factory, MusicTheory.net</p>		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Science:</p> <p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 - <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 - <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music,</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>theatre, and visual art.</p> <p>Health/PE:</p> <p>World Languages:</p> <p>NJSLS WL.7.1.NM.A .1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted items.</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>Library:</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert Repertoire, Notes on Theory</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of music.</li> <li>• Perform concert repertoire using all music concepts introduced in the music.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music</li> <li>• Perform musical concepts contained in a piece of music</li> </ul>



<b>Unit: 4 Group Performance and Prep for the Spring Concert</b>	<b>Recommended Duration: 10-12 Weeks January-March</b>
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**Unit Description:** 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>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is knowing musical concepts important in band class?</li> <li>• How can I improve my practice?</li> <li>• What elements are required to create a characteristic sound on your instrument?</li> <li>• What roles do the student and director have in the performance of a piece of music?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>	<ul style="list-style-type: none"> <li>• The science of music is found in music theory.</li> <li>• Repetition while practicing is the best way to improve one's performance.</li> <li>• Creating a pleasing tone on an instrument takes practice, perseverance and dedication.</li> <li>• Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<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.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</li> <li>• 1.3A.8.Pr5a: Identify and apply personally</li> </ul>	<ul style="list-style-type: none"> <li>• Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire.</li> <li>• Students will be able to perform in a large group.</li> <li>• Students will be able to perform in multiple sections in a large group setting.</li> <li>• Students will be able to use musical vocabulary to critique the performance on the band.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their individual part within the large group and via Google Voice.</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 their individual part of the band</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.</p> <ul style="list-style-type: none"> <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> </ul>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> <li>● Schoology</li> <li>● Theory assessments</li> <li>● Classroom performance</li> </ul>	<ul style="list-style-type: none"> <li>● Common Summative Assessments</li> <li>● Written Tests</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom performance</li> <li>● Schoology</li> <li>● Sectional performance</li> <li>● Individual performance</li> <li>● Concert performance</li> </ul>	<ul style="list-style-type: none"> <li>● Daily practice</li> <li>● Weekend practice</li> <li>● Concert attendance and performance</li> </ul>

Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>● Student exemplars</li> <li>● Student helpers</li> <li>● Modifying the music</li> <li>● Re-write of music if necessary</li> <li>● After school lessons and help</li> <li>● Recordings of the music for practice</li> </ul>

Instructional Strategies ( <i>Robert Marzano’s 41 Elements</i> ):
<ul style="list-style-type: none"> <li>● DQ 1: #2 Tracking Student Progress</li> </ul>

**Instructional Strategies (Robert Marzano's 41 Elements):**

- DQ 1: #4 Establishing Classroom Routines
- DQ 6: #5 Organizing the physical layout of the classroom
- DQ 2: #6 Identifying Critical Information
- DQ 2: #8 Previewing New Content
- DQ 2: #9 Chunking in Digestible Bites
- DQ 3: #14 Reviewing Content
- DQ 3: #19 Practicing Skills, Strategies, and Processes
- DQ 4: #23 Providing Resources and Guidance
- DQ 5: #24 Noticing when students are not engaged
- DQ 5: #28 Maintaining a lively pace
- DQ 5: #29 Demonstrating Intensity and Enthusiasm
- DQ 7: #33 Demonstrating "With it ness"
- DQ 8: #37 Using verbal and nonverbal behaviors that indicate affection for students
- DQ 8: #38 Displaying Objectivity and Control
- DQ 9: #39 Demonstrating value and respect for low expectancy students

**Possible Instructional Modifications /Accommodations/Differentiation:**

- Re-Test
- Re-Assess on performance
- Modify music
- Adjust written assessments
- Seat change
- Instrumental part change...example from a 1 to a 2

**Unit Vocabulary:**

**Essential:** note reading, pitch, melody, dynamics, articulation, performance, tone production, and rehearsal/performance procedures.  
**Non-Essential:** concept, instrumental, music, synthesize

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
E/LA:	Digital platforms for examples (YouTube, Spotify), Schoology,		

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>NJSLS LA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics:</p> <p>NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p>	<p>Sight Reading Factory, MusicTheory.net</p>		

Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 <sup>st</sup> Century Themes:	21 <sup>st</sup> Century Skills:
<p>Visual and Performing Arts:</p> <p>NJSLS VPA 1.1.8.B.1 - <i>Common recognizable musical forms often have characteristics related to specific cultural traditions.</i></p> <p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>NJSLS VPA 1.1.8.B2 - <i>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</i></p> <p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS VPA 1.4.8.A.5 - <i>Symbolism and metaphor are characteristics of art and art-making.</i></p> <p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>			

<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>Health/PE:</p> <p>World Languages:</p> <p>NJSLS WL.7.1.NM.A .1 - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted items.</p> <p>Social Studies:</p> <p>Technology:</p> <p>21<sup>st</sup> Century Life and Careers:</p> <p>Library</p>			

<b>Resources:</b>
<p><b>Texts/Materials:</b></p> <ul style="list-style-type: none"> <li>• Concert Repertoire, Notes on Theory</li> </ul> <p><b>Major Assignments (required):</b></p> <ul style="list-style-type: none"> <li>• Describe the musical concepts that make up a piece of music.</li> <li>• Perform concert repertoire using all music concepts introduced in the music.</li> </ul> <p><b>Major Activities (required):</b></p> <ul style="list-style-type: none"> <li>• Performance of various pieces of music</li> <li>• Perform musical concepts contained in a piece of music</li> </ul>

<b>Unit: 5 Group Performance and Prep for the End of Year Concert</b>	<b>Recommended Duration: 10-12 Weeks April-June</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>Essential Questions:</b>	<b>Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is knowing musical concepts important in band class?</li> <li>• How can I improve my practice?</li> <li>• What elements are required to create a characteristic sound on your instrument?</li> <li>• What roles do the student and director have in the performance of a piece of music?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> </ul>	<ul style="list-style-type: none"> <li>• The science of music is found in music theory.</li> <li>• Repetition while practicing is the best way to improve one's performance.</li> <li>• Creating a pleasing tone on an instrument takes practice, perseverance and dedication.</li> <li>• Student and Director are a team getting to the same goal. They must feed off each other as one gives direction and the other interprets the direction.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance</li> </ul>

<b>Relevant Standards:</b>	<b>Learning Goals:</b>	<b>Learning Objectives:</b>
<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.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo,</li> </ul>	<ul style="list-style-type: none"> <li>• Students will synthesize the basic musical concepts learned into the performance of the Holiday Concert Repertoire.</li> <li>• Students will be able to perform in a large group.</li> <li>• Students will be able to perform in multiple sections in a large group setting.</li> <li>• Students will be able to use musical vocabulary to critique the performance on the band.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform their individual part within the large group and via Google Voice.</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 their individual part of the band</li> </ul>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>timbre, articulation/style, phrasing).</p> <ul style="list-style-type: none"> <li>● 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.</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> </ul>		

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Possible Assessment Modifications /Accommodations/ Differentiation:
<ul style="list-style-type: none"> <li>• Student exemplars</li> <li>• Student helpers</li> <li>• Modifying the music</li> <li>• Re-write of music if necessary</li> <li>• After school lessons and help</li> <li>• Recordings of the music for practice</li> </ul>



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<b>Interdisciplinary Connections (Applicable Standards):</b>	<b>Integration of Technology:</b>	<b>21<sup>st</sup> Century Themes:</b>	<b>21<sup>st</sup> Century Skills:</b>
<p>E/LA:</p> <p>NJSLS LA.7.RL.7.1 - Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLS LA.7.RL.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>NJSLS LA.7.RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>Mathematics:</p> <p>NJSLS MA.7.7.NS - Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.</p> <p>NJSLS MA.7.7.EE - Use properties of operations to generate equivalent expressions.</p>	<p>Digital platforms for examples (YouTube, Spotify), Schoology, Sight Reading Factory, MusicTheory.net</p>		

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