

Course: *String Ensemble*
Unit #2: *Musicianship*

Year of Implementation: 2024-2025

Curriculum Team Members:

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 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.
- 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- **21st Century Life & Career Standards**

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

- **Interdisciplinary Content Standards**

- 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to demonstrate elements of musicianship by performing instrumental exercises, solo repertoire and ensemble music.

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.org/Page/6163>

1. develop creative thinking and problem-solving skills
2. understand the principles that govern the elements of music
3. apply acquired knowledge to make sense of unfamiliar music in order to persevere in listening to, performing, and/or composing independently and collaboratively
4. critique and be critiqued in a helpful and ethical manner
5. communicate creative responses, processes, and works about themselves, their culture, and society
6. analyze the performing arts and their effects on the life-long learner

Enduring Understandings

Students will understand that. . .

EU 1

intervals and scales will inform and enhance their ability to perform with higher levels of musicianship.

EU 2

specific expression and stylistic markings guide musicians to accurately perform a composition.

EU 3

aural and written skills are crucial to being an effective musician.

Essential Questions

- How does your interpretation of music expression and stylistic markings affect the ensemble's performance?
- What effect does musical literacy have on performing your instrument?

Knowledge

Students will know . . .

EU1

- the scales for all major and minor key signatures on the Circle of Fifths. (1.3C.12prof.Pr6a)
- the construction and aural properties of generic, diatonic and chromatic intervals. (1.3C.12prof.Pr6a)

EU2

- the notation symbols and definitions of all dynamic, tempo, articulation, bowing and stylistic markings. (1.3C.12prof.Pr6b)

EU3

- the rhythmic values in music. (1.3C.12prof.Pr6a) (1.3C.12prof.Pr6b)
- the solfege syllables. (1.3C.12prof.Pr6a)
- the intervallic relationships of an aural melody. (1.3C.12prof.Pr6a) (1.3C.12prof.Pr6b)

Skills

Students will be able to . . .

EU 1

- Analyze and perform the major and minor scales by looking at the key signature on the staff. (1.3C.12prof.Pr6a) (1.3C.12prof.Pr6b)
- Construct and perform diatonic and chromatic intervals. (1.3C.12prof.Pr6a) (1.3C.12prof.Pr6b)

EU2

- Execute proper bowing techniques as written in a piece of music. (1.3B.12prof.Re9a) (1.3C.12prof.Pr6b)
- Analyze and correctly demonstrate notation symbols and tempo markings used in a piece of music. (1.3B.12prof.Re9a) (1.3C.12prof.Pr6b)
- Execute all expressive markings in a piece of orchestral literature. (1.3B.12prof.Re9a) (1.3C.12prof.Pr6b)

EU3

- dictate and correctly notate rhythmic and melodic values. (1.3C.12prof.Pr6a)
- apply solfege syllables to accurately perform a melody. (1.3B.12prof.Re9a) (1.3C.12prof.Pr6a)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of **A= Acquiring** basic knowledge and skills, **M= Making** meaning and/or a **T= Transfer**. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Participate in a physical representation of whole and half steps by sitting in a row of twelve chairs (**A, EU1**)
- Participate in oral response drills as intervals are played on the piano and/or string instruments (**A, EU1**)
- Teacher models whole steps and half steps on a string instrument (**A, EU1, EU3**)
- Use online resources to memorize dynamic, tempo, articulation and stylistic terms and symbols (**A, EU2**)
- Group themselves by instrument and participate in interval repetition drills (**A, EU1**)
- Identify and notate rhythms played on the piano by the teacher (**M, EU3**)
- Identify correct and incorrect intervals in written examples by counting half steps (**M, EU3**)
- Identify various articulations demonstrated by the teacher (**M, T, EU2**)
- Notate short melodies played on the piano by the teacher (**M, T, EU3**)
- Perform daily sight singing exercises (**M, T, EU3**)
- **Write and play expressive markings in an unmarked piece of music (T, EU2, EU3)**
- Identify chord texture from literature by analyzing intervals played on ensemble instruments (T, EU1)
- Transfer the whole and half step formula to perform scales on their instrument (T, EU1, EU3)
- **Lead a rehearsal of a familiar piece emphasizing their own interpretation of marked expression (T, EU2)**

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Instrumental Techniques	135
2	Musicianship	135
3	Performance	90

Instructional Materials

- Additional purchases for music library
- Solo works and audition fees for Region/Honor ensemble auditions
- Chamber Ensemble works for LRHSD ceremonies
- Equipment based on ensemble need
- Sight reading factory

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.