

Course: *String Ensemble*
Unit #3: - *Performance*

Year of Implementation: 2024-2025

Curriculum Team Members:

D. Michael Lynch - dlynch@lrhsd.org Steve Waldron - swaldron@lrhsd.org

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.
- 1.3B.12prof.Re9b: Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.
- 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.
- 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- **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 apply their knowledge of musical aesthetics to perform during rehearsals and in a community setting.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.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. . .

EU1

membership, appearance and decorum in an ensemble is vital to developing commitment, character, and professionalism.

EU 2

interpreting multiple genres of cultural and orchestral literature will enhance the quality of the performance through stylistic accuracy.

Essential Questions

- What is the role of music within a society's culture?

<p><i>EU3</i> performing in public provides a service to the community and demonstrates the importance of music in society.</p>	
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> the expectations of stage appearance and decorum. (1.3C.12prof.Pr6a) the fundamentals of commitment. (1.3C.12prof.Pr6a) <p><i>EU2</i></p> <ul style="list-style-type: none"> the cultural history of different genres and periods of orchestral literature. (1.3C.12int.Cn11a) the elements of musical expression and how they affect the aesthetics of performance. (1.3B.12prof.Re9a&b) <p><i>EU3</i></p> <ul style="list-style-type: none"> the background and context of the music they are performing within a community event. (1.3C.12int.Pr6b) music's role in the community. (1.3C.12prof.Pr6b) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> listen, identify and analyze the characteristics of a quality performance from the standpoint of etiquette. (1.3B.12prof.Re9a&b) demonstrate posture, behavior and demeanor in a rehearsal setting and on a performance stage. (1.3B.12prof.Re9a&b) <p><i>EU2</i></p> <ul style="list-style-type: none"> apply the characteristics of musical performance that distinguish the various genres and musical eras. (1.3C.12int.Cn11a) prepare for and attend all rehearsals and performances of the ensemble. (1.3C.12prof.Pr6a) <p><i>EU3</i></p> <ul style="list-style-type: none"> perform for public events. (1.3C.12prof.Pr6b) perform a piece of music with proper interpretation of dynamics, phrasing and style. (1.3B.12prof.Re9a&b)
<p>Stage Two - Assessment</p>	

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**

- Identify different styles and phrasing techniques in a variety of orchestral pieces and performances (**A, EU2**)
- **Watch video presentations of music from other cultures (A, EU2)**
- Research local community organizations to identify possible performance opportunities (**A, EU3**)
- Watch and discuss videos of another orchestra demonstrating the proper use of performance etiquette (**A, M, EU1, EU3**)
- Adhere to the proper dress code and exhibit appropriate behavior during concerts and other performances (**M, EU1**)
- Write an essay on the availability of cultural events and their importance to the community (**M, EU3**)
- **Compare and contrast music techniques that are specific to cultures from around the world (M, EU2, EU3)**
- **Attend open rehearsals of the Philadelphia Orchestra or Sounds of Learning Opera in Philadelphia (M, EU1, EU3)**
- Perform music literature that represents the multicultural experience (**M, T, EU2, EU3**)
- The student will attend and complete an evaluation of a LIVE concert event. (**M, T, EU2, EU3**)
- Participate in a class meeting to generate rules and expectations for attendance and participation in string ensemble rehearsals and performances (**T, EU1**)
- Perform with the string ensemble in at least two major concerts during the school year (**T, EU1, EU2, EU3**)
- Write a critique of their concert, evaluating musical elements (**T, EU1, EU2, EU3**)
- Perform in small and large groups for school and community events (**T, EU3**)

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 Technique	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.