

# 8th Grade Band

## **Unit Title: Skills Development / Veterans Day Ceremony Performance**

### **Stage 1: Desired Results**

#### **Standards & Indicators:**

#### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 1: Generating and conceptualizing ideas.

- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- 1.3D.12prof.Cr1a: Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

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

- 1.3D.12prof.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying meaning through art.

- 1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

Anchor Standard 7: Perceiving and analyzing products.

- 1.3D.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12prof.Re7b: Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
- 1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

#### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

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<ul style="list-style-type: none"> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.</li> <li>● 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</li> </ul>	
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Instrumental performance is mental and physical as well as academic, aesthetic and creative.</li> <li>● Music has a structure.</li> <li>● The elements of music are combined in unlimited and various ways to express meaning and emotion.</li> <li>● Musicians use the elements of music to effectively decode the process of performing music.</li> <li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● Why is it important to understand the elements of music?</li> <li>● How and why is music notated?</li> <li>● How were musical symbols derived and what are their functions?</li> <li>● How can primary counting skills increase rhythmic accuracy?</li> <li>● Why is it important to identify mathematical correlations in rhythmic patterns?</li> <li>● What tools do composers use to communicate to the audience?</li> <li>● How do different time signatures change the sound and performance of music?</li> <li>● How does the language of music transcend cultures?</li> <li>● How does technology assist in the writing and recording of music?</li> <li>● Why do composers choose specific forms to create structure in music?</li> <li>● How can the performance of standard notation be altered by tempo, dynamics and phrasing?</li> <li>● How does articulation add to the character of a piece of music?</li> <li>● How do musicians generate creative ideas?</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Beat, Rhythm, Tempo</li> <li>● Notes in duration from whole to eighth notes (including un-beamed eighth notes)</li> <li>● Dotted half notes and dotted quarter notes (followed by single eighth notes).</li> <li>● Rests in duration from multi-measure to quarter note rests.</li> <li>● Pitch, Melody, Melodic Direction, Staff, Score, Treble Clef, Bass Clef</li> <li>● Melodic instrument notes comprising concert Bb scale and Eb scale pitches.</li> <li>● Tone, Embouchure, Breathing, Sticking technique.</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</li> <li>● Label notes on the appropriate clef staff.</li> <li>● Draw and label the staff, clef, bar lines and ledger lines. Identify and perform notes on staff in treble and bass clefs increasing fluency and complexity throughout the year</li> <li>● Continue to increase student understanding and fluency of the skills learned in Grade 7.</li> <li>● Perform music containing accidentals.</li> <li>● Demonstrate how to perform musical phrases in a melodic example.</li> <li>● Perform music containing various articulations (accents, staccato, slurs).</li> <li>● Demonstrate basic key signature comprehension by performing in the keys of Concert Bb, Eb.</li> <li>● Use a tuner to accurately adjust instrument intonation.</li> <li>● Use a metronome to ensure exercises are performed with a steady beat.</li> <li>● Perform music with dynamics piano and forte</li> <li>● Create more complex harmony through duet and trio performances.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Recognize and respond in a conducting pattern including rallentando and accelerando.</li> <li>● Identify and perform basic enharmonic tones.</li> <li>● Perform music containing Da Capo, Dal Segno, Coda and Fine.</li> <li>● Identify and perform chromatic passages.</li> </ul>
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### Interdisciplinary Connections:

#### **English Language Arts**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### **Mathematics**

6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.

#### **Science**

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

#### **World Language**

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Accurate identification of the elements of music within the context of listening and reading scores and individual parts.
- Accuracy of note and rhythm identification on written and performed examples.
- Accuracy of rhythmic counting exercises.
- Teacher evaluation of in class and/or video performances.
- Self-evaluation of in class and/or video performances.
- Class discussion in which students are able to explore the elements of music guided by essential questions.
- Formative evaluation of benchmark assessments using aligned rubrics.

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Class discussion in which students are able to explore the elements of music guided by essential questions.

#### Resources:

- Practice Sheets
- Scales
- Lesson Book

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<ul style="list-style-type: none"> <li>● Accurate identification of the elements of music within the context of listening and reading scores and individual parts.</li> <li>● Accuracy of note and rhythm Identification on written and performed examples.</li> <li>● Accuracy of rhythmic counting exercises.</li> <li>● Teacher evaluation of in class performances. Self-evaluation of in class performances.</li> </ul>	<ul style="list-style-type: none"> <li>● Performance</li> <li>● Demonstrations</li> <li>● Concert Performances</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency</p>

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			Provide word banks Allow for translators, dictionaries
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### **Unit Title: Winter Concert Preparation with Focus on Music History and Culture**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

##### **2020 New Jersey Student Learning Standards - Visual and Performing Arts**

Anchor Standard 4: Selecting, analyzing, and interpreting work.

- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.

Anchor Standard 6: Conveying meaning through art.

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger-picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

Anchor Standard 7: Perceiving and analyzing products.

- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

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

- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.

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

- 1.3B.12prof.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

##### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.

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<ul style="list-style-type: none"> <li>● 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</li> </ul>	
<p><b><u>Central Idea/Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>● Music is embedded in the celebrations and storytelling of all cultures.</li> <li>● The elements of music are combined in unlimited and various ways to express meaning and emotion.</li> <li>● Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments.</li> <li>● Historical periods can be defined by musical style and genre.</li> </ul>	<p><b><u>Essential/Guiding Question:</u></b></p> <ul style="list-style-type: none"> <li>● Perform exercises and concert literature from varying cultures and time periods.</li> <li>● Compare and contrast music from different genres and time periods.</li> <li>● Perform music appropriate for various cultural celebrations.</li> <li>● Participate in classroom discussions focused on the historical relevance of music in various cultures.</li> <li>● Relate composers to appropriate musical time period.</li> <li>● Locate origins of individual pieces of music on an interactive map.</li> <li>● Listen to professional performances of music from varying cultures.</li> </ul>
<p><b><u>Content:</u></b></p> <ul style="list-style-type: none"> <li>● Beat, Rhythm, Tempo</li> <li>● Notes in duration from whole to sixteenth notes (including un-beamed eighth notes)</li> <li>● Dotted half notes and dotted quarter notes (followed by single eighth notes).</li> <li>● Rests in duration from multi-measure to eighth note rests.</li> <li>● Pitch, Melody, Melodic Direction, Staff, Score, Treble Clef, Bass Clef</li> <li>● Melodic instrument notes comprising concert Bb scale and Eb scale, F scale.</li> <li>● Study of music from other cultures, time periods, variety of composers and arrangers.</li> </ul>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>● Appropriate performance for applicable musical culture, style and genre.</li> <li>● Demonstrate how to perform musical phrases in a melodic example.</li> <li>● Perform music containing various articulations (accents, staccato, slurs).</li> <li>● Demonstrate basic key signature comprehension by performing in the keys of Concert Bb, Eb, F.</li> <li>● Use a tuner to accurately adjust instrument intonation.</li> <li>● Use a metronome to ensure exercises are performed with a steady beat.</li> <li>● Perform music with dynamics piano and forte</li> <li>● Recognize and respond in a conducting pattern including rallentando and accelerando.</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b></p> <p><b>English Language Arts</b>            NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.            RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.            RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Science</b>            MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.</p> <p><b>World Language</b>            7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.            7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).            7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.</p>	

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### Stage 2: Assessment Evidence

#### Performance Task(s):

- Verbal and written evaluations of listening example origins.
- Participation in class discussions and interactive activities.
- Class discussion in which students are able to explore music history by essential questions.
- Formative evaluation of benchmark assessments using aligned rubrics.

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

- Class discussion in which students are able to explore the history of music guided by essential questions.
- Class discussion in which students are able to explore stylistic interpretations to match those of the composer and genre.

#### Resources:

- Practice Sheets
- Scales
- Lesson Book
- Performance
- Demonstrations
- Concert Performances

#### Social Studies Resources:

- [Learning for Justice](#)

#### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

#### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas. Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [Diversity Calendar](#)

#### Differentiation

\*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> </ul>

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<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<p>instruction</p> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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**Unit Title:** Instrumental Music Festival Preparation with Focus on Individual Performance Skills

**Stage 1: Desired Results**

**Standards & Indicators:**

**2020 New Jersey Student Learning Standards - Visual and Performing Arts**

**Anchor Standard 3: Refining and completing products.**

- 1.3E.12prof.Cr3a: Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
- 1.3E.12prof.Cr3b: Share compositions or improvisations that demonstrate musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

**Anchor Standard 4: Selecting, analyzing and interpreting work.**

- 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

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

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- 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.
- 1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.
- 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

### **Anchor Standard 6: Conveying meaning through art.**

- 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.
- 1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).
- 1.3E.12prof.Pr6a: Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3E.12prof.Pr6b: Demonstrate an understanding of the context of music through prepared and improvised performances.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### **Central Idea/Enduring Understanding:**

- Instrumental performance is mental and physical as well as academic, aesthetic and creative.
- Developing musicianship skills requires ongoing self-reflection and critique.
- The elements of music are combined in unlimited and various ways to express meaning and emotion.
- Every individual contributes to the quality of an ensemble performance.
- Technology impacts the creation and performance of music.
- Performers' interest in and knowledge of musical works, understanding of their own

### **Essential/Guiding Question:**

- How does technique affect performance quality?
- How does proper posture, breath, and playing position contribute to creating a characteristic tone?
- How does repetition increase performance ability?
- How does personal practice benefit ensemble performance?
- Why is sight reading an important skill for musicians to acquire?
- How does the anatomy of an instrument determine its sound?
- What fine and gross motor skills are necessary to play an instrument?
- How does instrument care affect personal performance?

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<p>technical skill, and the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> <li>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ul>	<ul style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How does understanding the structure and context of musical works inform performance?</li> <li>How do performers interpret musical works?</li> <li>How do musicians improve the quality of their performance?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>Beat, Rhythm, Tempo</li> <li>Notes in duration from whole to sixteenth notes (including un-beamed eighth notes)</li> <li>Dotted half notes and dotted quarter notes (followed by single eighth notes).</li> <li>Rests in duration from multi-measure to eighth note rests.</li> <li>Pitch, Melody, Melodic Direction, Staff, Score, Treble Clef, Bass Clef</li> <li>Melodic instrument notes comprising concert Bb scale and Eb, F, Ab scale pitches.</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</li> <li>Label notes on the appropriate clef staff.</li> <li>Draw and label the staff, clef, bar lines and ledger lines. Identify and perform notes on staff in treble and bass clefs increasing fluency and complexity throughout the year</li> <li>Perform music containing accidentals.</li> <li>Demonstrate how to perform musical phrases in a melodic example.</li> <li>Perform music containing various articulations (accents, staccato, slurs).</li> <li>Demonstrate basic key signature comprehension by performing in the keys of Concert Bb, Eb, F, Ab.</li> <li>Use a tuner to accurately adjust instrument intonation.</li> <li>Use a metronome to ensure exercises are performed with a steady beat.</li> <li>Perform music with dynamics piano and forte</li> <li>Create more complex harmony through duet and trio performances.</li> <li>Recognize and respond in a conducting pattern including rallentando and accelerando.</li> <li>Identify and perform basic enharmonic tones.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts</b>          NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.          RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.          RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Mathematics</b>          6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p> <p><b>Science</b></p>	

## 8th Grade Band

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

### World Language

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

### Stage 2: Assessment Evidence

#### Performance Task(s):

- Exhibit proper playing posture in a variety of environments.
- Explain the relationship between good posture and performance quality.
- Use proper hand placement for optimal fluency between notes.
- Identify parts of an instrument using appropriate terminology.
- Explain and demonstrate proper care of instrument.
- Explain and demonstrate the usage of expanded instrument care accessories.
- Demonstrate the ability to properly articulate notes.
- Exhibit the ability to identify and perform slurs.
- Demonstrate correlations between melodic notes and finger placement.
- Perform long tone and scale/ arpeggio based warm up exercises in concert Bb, Eb, F and Ab.
- Demonstrate the breath or hand changes needed to change dynamics.
- Become comfortable performing individually in class and/ or on video recordings.
- Demonstrate the ability to transfer basic musicianship skills to sight-reading given examples.
- Increase performance stamina to include longer repertoire.
- Expand range through 2 octave scales.
- Explore and implement alternate fingerings when necessary.
- Begin to explore making personal dynamic and phrasing choices when performing.
- Understand instrument specific relationships to concert pitch and transposition.
- Appropriately respond to the performances of others.

#### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance

## 8th Grade Band

### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <ul style="list-style-type: none"> <li>● Teacher evaluation of in class and/or video performances.</li> <li>● Self-evaluation of in class and/or video performances.</li> <li>● Class discussion in which students are able to explore the elements of music guided by essential questions.</li> <li>● Formative evaluation of benchmark assessments using aligned rubrics.</li> <li>● Evaluation of instrument care and maintenance.</li> </ul>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>● Practice Sheets</li> <li>● Scales</li> <li>● Lesson Book</li> <li>● Performance</li> <li>● Demonstrations</li> <li>● Concert Performances</li> </ul> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> <li>● <a href="#">GLSEN Educator Resources</a></li> <li>● <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>● <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>● <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> <li>● <a href="#">Diversity Calendar</a></li> </ul>
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**Differentiation**  
 \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Adjusting the pace of lessons</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher-order thinking skills</li> <li>● Interest-based content</li> <li>● Student-driven</li> <li>● Real-world problems and scenarios</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

## 8th Grade Band

			<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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<b>Unit Title: Spring Concert Preparation with Focus on Ensemble Performance Skills</b>
<b>Stage 1: Desired Results</b>
<p><b><u>Standards &amp; Indicators:</u></b></p> <p><b><u>2020 New Jersey Student Learning Standards - Visual and Performing Arts</u></b></p> <p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ul style="list-style-type: none"> <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>● 1.3D.12prof.Cr1a: Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).</li> </ul> <p>Anchor Standard 2: Organizing and developing ideas.</p> <ul style="list-style-type: none"> <li>● 1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.</li> </ul> <p>Anchor Standard 3: Refining and completing products.</p> <ul style="list-style-type: none"> <li>● 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</li> </ul> <p>Anchor Standard 4: Selecting, analyzing and interpreting work.</p> <ul style="list-style-type: none"> <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>● 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</li> <li>● 1.3E.12prof.Pr4a: Develop and explain the criteria used for selecting varied sound resources based on interest, music reading skills, and an understanding of the performer's musical and technological skill.</li> </ul> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <ul style="list-style-type: none"> <li>● 1.3D.12prof.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.</li> <li>● 1.3E.12prof.Pr5a: Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</li> </ul> <p>Anchor Standard 6: Conveying meaning through art.</p> <ul style="list-style-type: none"> <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>● 1.3D.12prof.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while</li> </ul>

## 8th Grade Band

demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

- 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Anchor Standard 7: Perceiving and analyzing products.

- 1.3D.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12prof.Re7b: Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening.

Anchor Standard 8: Interpreting intent and meaning.

- 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
- 1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.

Anchor Standard 9: Applying criteria to evaluate products.

- 1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

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

- 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

### **NJSLS Career Readiness, Life Literacies, and Key Skills:**

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

### **Central Idea/Enduring Understanding:**

- Instrumental performance is mental and physical as well as academic, aesthetic and creative.
- Music has a structure.
- The elements of music are combined in unlimited and various ways to express meaning and emotion.
- Musicians use the elements of music to effectively decode the process of performing music.

### **Essential/Guiding Question:**

- Why is it important to understand the elements of music?
- How and why is music notated?
- How were musical symbols derived and what are their functions?
- How can primary counting skills increase rhythmic accuracy?
- Why is it important to identify mathematical correlations in rhythmic patterns?
- What tools do composers use to communicate to the audience?

## 8th Grade Band

<ul style="list-style-type: none"> <li>● Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>● Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments.</li> </ul>	<ul style="list-style-type: none"> <li>● How do different time signatures change the sound and performance of music?</li> <li>● How does the language of music transcend cultures?</li> <li>● How does technology assist in the writing and recording of music?</li> <li>● Why do composers choose specific forms to create structure in music?</li> <li>● How can the performance of standard notation be altered by tempo, dynamics and phrasing?</li> <li>● How does articulation add to the character of a piece of music?</li> <li>● How do musicians generate creative ideas?</li> </ul>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>● Beat, Rhythm, Tempo</li> <li>● Notes in duration from whole to sixteenth notes (including un-beamed eighth notes)</li> <li>● Dotted half notes and dotted quarter notes (followed by single eighth notes).</li> <li>● Rests in duration from multi-measure to eighth note rests.</li> <li>● Time signatures: 4 /4, 3 /4, 2 /4; 2 /2</li> <li>● Pitch, Melody, Melodic Direction, Staff, Score, Treble Clef, Bass Clef</li> <li>● Melodic instrument notes comprising concert Bb scale and Eb scale, F scale, Ab scale pitches.</li> </ul>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>● Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</li> <li>● Label notes on the appropriate clef staff.</li> <li>● Draw and label the staff, clef, bar lines and ledger lines. Identify and perform notes on staff in treble and bass clefs increasing fluency and complexity throughout the year</li> <li>● Perform music containing accidentals.</li> <li>● Demonstrate how to perform musical phrases in a melodic example.</li> <li>● Perform music containing various articulations (accents, staccato, slurs).</li> <li>● Demonstrate basic key signature comprehension by performing in the keys of Concert Bb, Eb, F, Ab.</li> <li>● Use a tuner to accurately adjust instrument intonation.</li> <li>● Use a metronome to ensure exercises are performed with a steady beat.</li> <li>● Perform music with dynamics piano and forte</li> <li>● Create more complex harmony through duet and trio performances.</li> <li>● Recognize and respond in a conducting pattern including rallentando and accelerando.</li> <li>● Identify and perform basic enharmonic tones.</li> <li>● Perform music containing Da Capo, Dal Segno, Coda and Fine.</li> <li>● Identify and perform chromatic passages.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <p><b>English Language Arts</b>          NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.          RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.          RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>Mathematics</b>          6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or Equations.</p>	

## 8th Grade Band

### Science

MS-PS1-2. Analyze and interpret data to determine similarities and differences in findings.

### World Language

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

## Stage 2: Assessment Evidence

### Performance Task(s):

- Accurate identification of the elements of music within the context of listening and reading scores and individual parts.
- Accuracy of note and rhythm identification on written and performed examples.
- Accuracy of rhythmic counting exercises.
- Teacher evaluation of in class and/or video performances.
- Self-evaluation of in class and/or video performances.
- Class discussion in which students are able to explore the elements of music guided by essential questions.
- Formative evaluation of benchmark assessments using aligned rubrics.

### Other Evidence:

- Class-Work Review
- Teacher Observation
- Group & Cooperative Work
- Instrument Performance

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

- Class discussion in which students are able to explore the elements of music guided by essential questions.
- Accurate identification of the elements of music within the context of listening and reading scores and individual parts.
- Accuracy of note and rhythm Identification on written and performed examples.
- Accuracy of rhythmic counting exercises.
- Teacher evaluation of in class performances. Self-evaluation of in class performances.

### Resources:

- Practice Sheets
- Scales
- Lesson Book
- Performance
- Demonstrations
- Concert Performances

### LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

### DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
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## 8th Grade Band

		<ul style="list-style-type: none"> <li><a href="#">Diversity Calendar</a></li> </ul>	
<p><b>Differentiation</b>            *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven</li> <li>Real-world problems and scenarios</li> </ul> <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

# 8th Grade Band

## Pacing Guide

Course Sections	Resource	Standards
<b>UNIT: Skills Development / Veterans Day Ceremony</b>	<b>Tradition of Excellence Book 2 (TOE2), Essential Elements Book 2 Method Books, Band Ensemble Selections</b>	<b>2020 NJSLS – Visual and Performing Arts</b>
September, October 18 Days	EE Bk2 pg. 8-11 TOE2 ex. #43-60 Patriotic Ensemble selections Grade 1.5, 2	1.3E.12prof.Cr3a 1.3D.12nov.Cr1a 1.3D.12nov.Pr5a 1.3D.12nov.Pr6a 1.3D.12nov.Re7a 1.3D.12nov.Re7b 1.3C.12nov.Re8a 1.3D.12nov.Re8a 1.3D.12nov.Re9a
<b>UNIT: Winter Concert Preparation with focus on Music History and Culture</b>	<b>TOE2, EE Bk2, Band Ensemble Selections</b>	<b>2020 NJSLS – Visual and Performing Arts</b>
November, December 11 Days	EE Bk2 pg. 14-17 TOE2 ex. #50-73 Ensemble selections Grade 1.5, 2 (Holiday, March-style, Skills-focus)	1.3A.8.P4d 1.3A.8.Pr6a 1.3D.12nov.Pr6a 1.3A.8.Re7c 1.3D.12nov.Re8a 1.3D.12nov.Re9a 1.3B.12prof.Cn10a 1.3B.12prof.Cn11a
<b>UNIT: Instrumental Music Festival Preparation with focus on Individual Performance Skills</b>	<b>TOE2, EE Bk2, Band Ensemble Music Selections</b>	<b>2020 NJSLS – Visual and Performing Arts</b>
January, February, March 27 Days	EE Bk 2 pg. 18-20 TOE2 ex. #56-73 Ensemble selections Grade 1.5, 2 (March, Skills-focus, Pop)	1.3B.12prof.Cr1a 1.3D.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12prof.Cr3a 1.3A.8.Pr4e 1.3C.12prof.Pr4a 1.3E.12prof.Pr4a 1.3D.12nov.Pr5a 1.3E.12prof.Pr5a 1.3A.8.Pr6b

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		1.3D.12nov.Pr6a 1.3C.12nov.Pr6b 1.3D.12nov.Re7a 1.3D.12nov.Re7b 1.3C.12nov.Re8a 1.3D.12nov.Re8a 1.3D.12nov.Re9a 1.3B.12prof.Cn10a
<b>UNIT: Spring Concert with focus on Ensemble Performance Skills</b>	<b>TOE Bk 2, EE Bk 2, Band Ensemble Music Selections</b>	<b>2020 NJSLs – Visual and Performing Arts</b>
April, May, June 22 days	TOE Bk 2 ex. #75-102 EE Bk2 pgs. 22-25 Ensemble selections Grade 1.5, 2, 2.5 (March-style, Skills focused, Jazz, Pop)	1.3B.12prof.Cr1a 1.3D.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12prof.Cr3a 1.3A.8.Pr4e 1.3C.12prof.Pr4a 1.3E.12prof.Pr4a 1.3D.12nov.Pr5a 1.3E.12prof.Pr5a 1.3A.8.Pr6b 1.3D.12nov.Pr6a 1.3C.12nov.Pr6b 1.3D.12nov.Re7a 1.3D.12nov.Re7b 1.3C.12nov.Re8a 1.3D.12nov.Re8a 1.3D.12nov.Re9a 1.3B.12prof.Cn10a