



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual And Performing Arts

COURSE Music II: Theory and Musicianship

Curriculum Development Timeline

School: Ocean Township High School

Course: Music II: Theory and Musicianship

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date
August 2021	Ian Schwartz	Alignment to Standards
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revision
August 2026	Gina Hagerman	Revision

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Becoming a Performing Artist	21	Performance Production & Professional Musicianship
2	Becoming a Performing Artist	22	Performance Production & Professional Musicianship
3	Becoming a Performing Artist	23	Performance Production & Professional Musicianship
4	Becoming a Performing Artist	24	Performance Production & Professional Musicianship
5	Professional Rehearsal Techniques	25	Community Engagement & Professional Performance
6	Professional Rehearsal Techniques	26	Community Engagement & Professional Performance
7	Professional Rehearsal Techniques	27	Community Engagement & Professional Performance
8	Professional Rehearsal Techniques	28	Community Engagement & Professional Performance
9	Professional Rehearsal Techniques	29	Community Engagement & Professional Performance
10	Style & Artistic Interpretation	30	Capstone Development & Independent Musicianship
Week	Marking Period 2	Week	Marking Period 4
11	Style & Artistic Interpretation	31	Capstone Development & Independent Musicianship
12	Style & Artistic Interpretation	32	Capstone Development & Independent Musicianship

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13	Style & Artistic Interpretation	33	Capstone Development & Independent Musicianship
14	Style & Artistic Interpretation	34	Capstone Development & Independent Musicianship
15	Collaborative Performance & Ensemble Leadership	35	Capstone Performance Project & Professional Reflection
16	Collaborative Performance & Ensemble Leadership	36	Capstone Performance Project & Professional Reflection
17	Collaborative Performance & Ensemble Leadership	37	Capstone Performance Project & Professional Reflection
18	Collaborative Performance & Ensemble Leadership	38	Capstone Performance Project & Professional Reflection
19	Collaborative Performance & Ensemble Leadership	39	Capstone Performance Project & Professional Reflection
20	Performance Production & Professional Musicianship	40	Capstone Performance Project & Professional Reflection

Core Instructional & Supplemental Materials including various levels of Texts

Core Instructional Materials

- Instruments
- Method books
- Keyboards
- Recordings
- Teacher-created instructional materials and presentations
- Music theory worksheets and instructional handouts
- Sight-reading exercises and rhythm studies
- Sheet music and performance literature representing a variety of musical styles and cultures
- Practice journals and student reflection materials
- Ear training exercises
- Music notation reference materials

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Supplemental Materials

- Professional audio and video recordings
- Google Classroom and Google Workspace (Docs, Slides, Forms)
- Digital tuner and metronome applications
- Music notation software (MuseScore, Flat.io, Noteflight, or equivalent)
- Digital sheet music libraries
- Music stands
- Instrument maintenance and cleaning supplies
- Projector/display system
- Guest clinicians and performance workshops (when available)

Texts and Diverse Resources

- Performance literature representing a variety of historical periods, genres, cultures, and composers.
- Musical selections that reflect diverse perspectives and contributions from historically underrepresented composers and performers.
- Repertoire and instructional resources selected to support diversity, equity, inclusion, and accessibility while meeting the needs of students with varying musical backgrounds and ability levels.

Time Frame	Weeks 1-4
Topic	
Unit 1 – Becoming a Performing Artist	
Students establish an individualized performance pathway based on their musical interests and goals while developing professional rehearsal habits, performance expectations, and artistic identity. Students create an Individual Performance Plan (IPP) that will guide their musical growth throughout the course.	
Alignment to Standards	
1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	
1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within	

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the form.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

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.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- What does it mean to be a performing artist?
- How do musicians establish meaningful performance goals?
- How do professional musicians rehearse and prepare?
- How can individual performance goals support long-term musical growth?
- How does collaboration strengthen artistic development?

SWBAT demonstrate understanding of the following:

- Successful musicians establish goals and continuously evaluate their progress.
- Professional rehearsal habits improve musical achievement.
- Individualized instruction supports personal artistic growth.
- Constructive feedback strengthens musical performance.
- Different performance pathways can lead to lifelong musical success.

Learning Activities

- Establish classroom expectations, rehearsal procedures, and performance expectations.
- Introduce the Applied Performance course structure and available performance

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pathways.

- Discuss opportunities including solo performance, chamber music, contemporary performance, honor ensemble preparation (All Shore, Region, All State), college auditions, community performance, and lifelong musicianship.
- Complete a diagnostic performance assessment.
- Develop an **Individual Performance Plan (IPP)** identifying:
 - personal musical goals
 - technical goals
 - performance goals
 - theory goals
 - pathway selection
 - long-term growth objectives
- Meet individually with the instructor to review and refine the Individual Performance Plan.
- Select preliminary solo, chamber, audition, or performance repertoire appropriate to each student's goals.
- Continue individualized weekly lessons emphasizing technical development and artistic growth.
- Begin independent practice routines based on Individual Performance Plans.
- Participate in Collaborative Performance Lab through chamber ensembles, rhythm activities, and rehearsal techniques.
- Observe and analyze professional performances representing both traditional and contemporary performance settings.
- Discuss professional rehearsal etiquette, preparation, communication, and collaboration.
- Begin maintaining an Individual Performance Journal documenting weekly progress toward established goals.

Assessments

Formative

- Teacher observations
- Diagnostic performance assessment
- Individual lesson evaluations
- Participation
- Exit tickets

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- Individual Performance Plan checkpoints
- Performance journal reviews
- Peer discussions

Alternative

- Student conferences
- Recorded performance submissions
- Oral reflections
- Self-assessment
- Teacher interviews
- Modified performance demonstrations

Summative Assessment

- Completed Individual Performance Plan (IPP)
- Performance assessment demonstrating current technical and musical proficiency
- Written reflection describing personal goals, selected pathway, and growth plan

Benchmark Assessment

- Beginning-of-course Performance Evaluation
- Individual Performance Plan Review

Interdisciplinary Connections

Personal Goal Setting and Reflection

W.RW.11-12.10: Write routinely over extended time frames (time for reflection, revision, and self-assessment) and shorter time frames for a range of tasks, purposes, and audiences.

Students develop and revise an Individual Performance Plan and maintain written

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reflections documenting musical growth throughout the course.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Technology Integration

Students will use digital audio and video recording, online performance resources, digital portfolios, and collaborative learning platforms to document performances, evaluate musical growth, organize rehearsal materials, and monitor progress toward their Individual Performance Plan.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame	Weeks 5-9
Topic	
Unit 2 – Professional Rehearsal Techniques Students develop efficient rehearsal strategies, effective practice techniques, and collaborative rehearsal skills while refining individualized performance goals. Students apply professional rehearsal methods to prepare solo, chamber, ensemble, audition, or contemporary performance repertoire.	
Alignment to Standards	
1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	
1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.	
1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which	

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performances convey the elements of music, style and mood.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

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.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How do professional musicians rehearse efficiently?
- What practice strategies produce the greatest musical improvement?
- How do musicians identify and solve performance challenges?
- How does collaboration improve rehearsal effectiveness?
- How do rehearsal habits influence long-term musical success?

SWBAT demonstrate understanding of the following:

- Purposeful practice is more effective than simply increasing practice time.
- Professional musicians analyze performances and develop strategies for improvement.
- Successful rehearsals require preparation, communication, and active listening.
- Constructive peer feedback strengthens individual and ensemble performance.
- Individual musical growth supports stronger ensemble performance.

Learning Activities

- Continue weekly individualized lessons based on each student's Individual Performance Plan.
- Refine short-term and long-term musical goals through instructor conferences.
- Develop efficient rehearsal strategies including chunking, slow practice, repetition, looping, and targeted technical exercises.

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- Analyze individual performance challenges and create rehearsal plans to address them.
- Continue preparing individualized repertoire, including recital literature, honor ensemble auditions, college audition materials, chamber music, or contemporary performance selections.
- Participate in mock sectional rehearsals emphasizing communication, listening, and rehearsal efficiency.
- Continue Collaborative Performance Lab through chamber ensembles, rhythm studies, and peer-led rehearsal activities.
- Practice advanced sight-reading appropriate to each student's performance pathway.
- Continue ear-training emphasizing melodic accuracy, rhythmic precision, and harmonic listening.
- Analyze professional rehearsal videos and discuss rehearsal techniques used by successful performers and ensembles.
- Continue maintaining Individual Performance Journals documenting rehearsal strategies, progress, and revisions to musical goals.
- Present an informal performance demonstrating growth and receive instructor and peer feedback.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Rehearsal strategy checklists
- Individual Performance Journal reviews
- Participation in Collaborative Performance Lab
- Exit tickets
- Peer critiques
- Informal performance assessments

Alternative

- Student conferences
- Recorded rehearsal submissions

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- Self-assessment
- Oral reflections
- Teacher-guided demonstrations
- Modified performance assessments

Summative Assessment

- Performance assessment demonstrating improved rehearsal preparation, technical development, and musical interpretation.
- Individual rehearsal plan outlining goals, rehearsal strategies, and methods for evaluating progress.

Benchmark Assessment

- Quarter 1 Performance Evaluation
- Individual Performance Plan Progress Review

Interdisciplinary Connections

Rehearsal Planning and Reflection

W.RW.11-12.7: Write routinely over extended time frames (time for reflection, revision, and planning) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Students develop written rehearsal plans, evaluate practice strategies, and reflect on progress toward their Individual Performance Plan goals.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth,

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advancement, and transition.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Technology Integration

Students will use digital audio and video recording, metronome and tuner applications, collaborative online platforms, and digital practice resources to analyze rehearsal effectiveness, monitor progress, and refine individualized performance goals.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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Time Frame	Weeks 10-14
Topic	
Unit 3 – Style & Artistic Interpretation Students develop artistic interpretation by analyzing musical style, historical context, genre characteristics, and expressive intent. Through individualized instruction and collaborative performance experiences, students make informed musical decisions that enhance expressive performance across their selected performance pathway.	
Alignment to Standards	
1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	
1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.	
1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.	
1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	
1.3B.12prof.Re7a: Explain and support interpretations of musical works, citing as evidence the treatment of the elements of music, contexts, and expressive qualities.	
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.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal	

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choices and intent when creating, performing, and responding to music.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does musical style influence performance decisions?
- How do performers communicate emotion and meaning through music?
- How does historical and cultural context influence interpretation?
- How do musicians develop their own artistic voice while respecting the composer's intent?
- How do performers evaluate different interpretations of the same work?

SWBAT demonstrate understanding of the following:

- Musical interpretation is informed by style, historical context, and expressive intent.
- Effective performers make thoughtful artistic decisions supported by evidence from the score or performance tradition.
- Different genres require different technical and stylistic approaches.
- Listening critically to professional performances strengthens musical understanding.
- Artistic interpretation evolves through reflection, experimentation, and feedback.

Learning Activities

- Continue weekly individualized lessons aligned with each student's Individual Performance Plan.
- Continue preparation of recital, audition, chamber, or contemporary performance repertoire.
- Analyze stylistic characteristics of repertoire representing various musical periods and genres.
- Compare multiple professional recordings of the same composition or song and evaluate differing interpretive choices.
- Research composers, performers, historical context, and performance traditions related to selected repertoire.
- Explore expressive elements including phrasing, articulation, dynamics, tempo flexibility, tone color, balance, and musical communication.

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- For Contemporary Performance students, explore stylistic performance practices including groove, improvisation, arrangement, stage communication, and audience engagement.
- For Traditional Performance students, explore stylistic interpretation, score study, historical performance practices, audition preparation, and ensemble traditions.
- Continue Collaborative Performance Lab through chamber ensembles emphasizing musical communication, listening, and interpretive decision-making.
- Participate in peer masterclasses where students perform, receive feedback, and discuss artistic choices.
- Continue maintaining Individual Performance Journals documenting interpretive decisions, rehearsal reflections, and artistic growth.
- Present a performance demonstrating revised interpretive choices based on research, instructor coaching, and peer feedback.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Performance critiques
- Style analysis activities
- Listening journals
- Individual Performance Journal reviews
- Peer discussions
- Exit tickets
- Collaborative Performance Lab participation

Alternative

- Student conferences
- Recorded performance submissions
- Oral presentation
- Self-assessment
- Teacher-guided discussion

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- Modified performance demonstrations

Summative Assessment

- Performance assessment demonstrating stylistically appropriate interpretation, expressive communication, and informed artistic decision-making.
- Written or multimedia stylistic analysis of selected repertoire, including historical context and performance considerations.

Benchmark Assessment

- Mid-Year Performance Evaluation
- Individual Performance Plan Progress Review

Interdisciplinary Connections

Historical Performance Research

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats in order to address a question or solve a problem.

Students research composers, genres, historical performance practices, and professional recordings to support interpretive decisions within their selected repertoire.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking

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and problem solving.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Integration

Students will use digital recordings, online score libraries, streaming performance archives, music notation software, and collaborative digital platforms to compare interpretations, research repertoire, evaluate performances, and document artistic growth.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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Time Frame	Weeks 15-19
Topic	
Unit 4 – Collaborative Performance & Ensemble Leadership	
Students strengthen collaborative musicianship through chamber ensembles, contemporary performance groups, and other collaborative performance experiences. Students refine rehearsal strategies, develop ensemble leadership skills, and strengthen artistic communication while preparing increasingly advanced repertoire aligned with their Individual Performance Plans.	
Alignment to Standards	
1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.	
1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.	
1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.	
1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.	
1.3B.12prof.Re7a: Explain and support interpretations of musical works, citing as evidence the treatment of the elements of music, contexts, and expressive qualities.	
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.	
1.3B.12prof.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

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Learning Objectives and Activities

SWBAT answer the following questions:

- What makes a collaborative performance successful?
- How do musicians communicate effectively during rehearsal and performance?
- What qualities define an effective musical leader?
- How do performers balance individual artistry with ensemble responsibilities?
- How does collaboration strengthen musical performance?

SWBAT demonstrate understanding of the following:

- Successful ensembles rely on communication, preparation, trust, and active listening.
- Leadership is demonstrated through professionalism, preparation, and positive collaboration.
- Every performer contributes to the overall musical success of an ensemble.
- Effective rehearsals encourage shared problem-solving and artistic discussion.
- Collaborative performances require flexibility and responsiveness to other musicians.

Learning Activities

- Continue weekly individualized lessons aligned with each student's Individual Performance Plan.
- Continue preparing solo, audition, recital, chamber, or contemporary performance repertoire.
- Participate in Collaborative Performance Lab through chamber ensembles, contemporary bands, accompaniment rehearsals, or other small ensemble experiences.
- Develop rehearsal leadership skills by leading warm-ups, sectionals, or ensemble rehearsals.
- Explore effective rehearsal communication, rehearsal etiquette, and collaborative decision-making.
- Rehearse with accompanists, rhythm sections, chamber ensembles, or contemporary performance groups as appropriate.
- Analyze professional ensemble performances focusing on communication, leadership, balance, blend, timing, and musical interaction.
- Explore arranging or adapting music for small ensembles when appropriate.

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- Continue refining interpretive decisions through collaborative discussion and instructor coaching.
- Participate in peer coaching sessions using structured performance rubrics.
- Continue maintaining Individual Performance Journals documenting rehearsal effectiveness, leadership experiences, and collaborative growth.
- Present a collaborative performance demonstrating musical communication, ensemble awareness, and artistic interpretation.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Ensemble rehearsal participation
- Leadership observations
- Peer coaching activities
- Individual Performance Journal reviews
- Exit tickets
- Collaborative Performance Lab evaluations

Alternative

- Student conferences
- Recorded ensemble performances
- Self-assessment
- Peer assessment
- Oral reflections
- Modified collaborative performance demonstrations

Summative Assessment

- Collaborative performance demonstrating ensemble communication, musical leadership, stylistic interpretation, and technical proficiency.
- Written reflection evaluating individual contributions to ensemble success and

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collaborative rehearsal strategies.

Benchmark Assessment

- Collaborative Performance Evaluation
- Individual Performance Plan Progress Review

Interdisciplinary Connections

Collaborative Communication

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Students communicate musical ideas, evaluate rehearsal strategies, provide constructive peer feedback, and collaborate to improve ensemble performance.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society.

Technology Integration

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Students will use digital recording technology, collaborative online rehearsal platforms, digital notation software, shared cloud-based resources, and virtual communication tools to rehearse, exchange feedback, organize music, evaluate performances, and document collaborative growth.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame

Weeks 20-24

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COURSE Music II: Theory and Musicianship

Topic

Unit 5 – Performance Production & Professional Musicianship

Students explore the professional responsibilities that support successful live performances. Through individualized performance experiences, students develop skills in concert preparation, rehearsal logistics, performance technology, stage etiquette, audience engagement, and professional communication while continuing to refine repertoire aligned with their Individual Performance Plans.

Alignment to Standards

1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12prof.Re7a: Explain and support interpretations of musical works, citing as evidence the treatment of the elements of music, contexts, and expressive qualities.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- What happens behind the scenes before a successful performance?

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- How do musicians prepare professionally for live performances?
- How do technology and production enhance audience experiences?
- How does professionalism influence opportunities in music?
- How do musicians communicate effectively with collaborators, venue staff, and audiences?

SWBAT demonstrate understanding of the following:

- Successful performances require planning, organization, and effective communication.
- Professional musicians understand the technical aspects of live performance.
- Stage presence and audience engagement contribute to meaningful performances.
- Technology supports performance preparation, communication, and production.
- Professionalism extends beyond musical ability to include reliability, preparation, and collaboration.

Learning Activities

- Continue weekly individualized lessons aligned with each student's Individual Performance Plan.
- Continue preparing solo, chamber, audition, recital, or contemporary performance repertoire.
- Develop a performance preparation checklist including rehearsal schedules, equipment, attire, and performance logistics.
- Explore stage setup, stage plots, equipment organization, and performance flow.
- Learn the purpose of sound checks and effective communication with sound engineers and accompanists.
- Explore microphone selection and basic microphone techniques appropriate to voice and acoustic instruments.
- Discuss amplification, monitors, PA systems, cables, and basic live sound concepts.
- Create set lists or recital programs appropriate to each student's performance pathway.
- Design concert programs, promotional materials, or artist biographies for upcoming performances.
- Analyze professional concert videos focusing on stage presence, audience interaction, transitions, and professionalism.
- Continue Collaborative Performance Lab emphasizing rehearsal organization, concert preparation, and production planning.
- Continue maintaining Individual Performance Journals documenting preparation

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- strategies, performance readiness, and professional growth.
- Present an informal performance demonstrating improved stage presence and professional performance etiquette.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Performance preparation checklists
- Stage presence evaluations
- Collaborative Performance Lab participation
- Practice journal reviews
- Peer critiques
- Exit tickets

Alternative

- Student conferences
- Recorded performance submissions
- Oral presentations
- Self-assessment
- Production planning activities
- Modified performance demonstrations

Summative Assessment

- Performance demonstrating technical proficiency, professionalism, stage presence, and audience communication.
- Performance production project including a performance checklist, stage plan, concert program or set list, and artist biography or program notes appropriate to the student's performance pathway.

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Benchmark Assessment

- Performance Production Portfolio Review
- Mid-Year Performance Evaluation

Interdisciplinary Connections

Professional Communication

W.AW.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Students develop professional concert programs, artist biographies, promotional materials, or program notes appropriate for a public performance.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Technology Integration

Students will use digital audio equipment, recording software, presentation software,

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graphic design applications, online collaboration platforms, and digital publishing tools to prepare promotional materials, evaluate performances, organize concert logistics, and support live performance production.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social, and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame

Weeks 25-29

Topic

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Unit 6 – Community Engagement & Professional Performance

Students apply their performance skills in authentic musical settings through community engagement, collaborative performances, guest artist experiences, and advanced rehearsal techniques. Students strengthen professionalism, adaptability, and artistic communication while preparing for public performances aligned with their Individual Performance Plans.

Alignment to Standards

1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

1.3B.12prof.Re7a: Explain and support interpretations of musical works, citing as evidence the treatment of the elements of music, contexts, and expressive qualities.

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.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How do musicians contribute to their communities?

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- What does professionalism look like in authentic performance settings?
- How do musicians adapt to different venues, audiences, and performance situations?
- How do community partnerships strengthen musical growth?
- How can performance experiences prepare students for future educational and career opportunities?

SWBAT demonstrate understanding of the following:

- Music connects individuals and communities through shared artistic experiences.
- Professional musicians demonstrate adaptability, reliability, and effective communication in diverse performance settings.
- Authentic performance experiences require flexibility, preparation, and collaboration.
- Community engagement provides opportunities for artistic growth and lifelong participation in music.
- Reflection following a performance supports continued improvement.

Learning Activities

- Continue weekly individualized lessons aligned with each student's Individual Performance Plan.
- Continue preparing recital, audition, chamber, contemporary, or community performance repertoire.
- Participate in Collaborative Performance Lab emphasizing advanced rehearsal techniques, leadership, and performance readiness.
- Explore opportunities for community performances, masterclasses, college collaborations, guest clinicians, or professional workshops when available.
- Simulate professional performance situations including venue setup, warm-up routines, scheduling, and performance logistics.
- Practice adapting performances for different audiences and venues.
- Explore communication with accompanists, guest artists, clinicians, conductors, and production staff.
- Discuss college music programs, community ensembles, military bands, commercial music careers, private instruction, and lifelong music participation.
- Research professional organizations and opportunities available to musicians beyond high school.
- Continue maintaining Individual Performance Journals documenting professional growth, rehearsal reflections, and preparation for capstone performances.
- Present a formal performance demonstrating musical maturity, professionalism, and

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artistic communication.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Collaborative Performance Lab participation
- Professionalism checklists
- Peer critiques
- Practice journal reviews
- Exit tickets
- Community engagement reflections

Alternative

- Student conferences
- Recorded performance submissions
- Oral presentations
- Self-assessment
- Guest clinician feedback
- Modified performance demonstrations

Summative Assessment

- Performance demonstrating technical proficiency, artistic interpretation, professionalism, and adaptability in an authentic or simulated performance setting.
- Career exploration project examining a music profession, educational pathway, or community performance opportunity related to the student's Individual Performance Plan.

Benchmark Assessment

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- Professional Performance Evaluation
- Individual Performance Plan Progress Review

Interdisciplinary Connections

Career Research and Professional Communication

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.

Students research music careers, educational opportunities, professional organizations, or community partnerships and present findings that support future musical goals.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content, and responsibilities of careers, and other aspects of society.

Technology Integration

Students will use digital communication platforms, online portfolio tools, video

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conferencing, digital recording technology, and online career resources to collaborate with guest artists, document performances, research career opportunities, and prepare for authentic performance experiences.

9.4.12.TL.4: Collaborate in online learning communities or social networks to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame

Weeks 30-34

Topic

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Unit 7 – Capstone Development & Independent Musicianship

Students demonstrate independence as performing musicians by leading rehearsals, refining individualized performance projects, mentoring peers, and preparing for their Capstone Performance Project. Through self-directed rehearsal, reflection, and collaboration, students synthesize technical skill, artistic interpretation, professionalism, and leadership.

Alignment to Standards

1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

1.3B.12prof.Pr5a: Create rehearsal plans for works, identifying repetition and variation within the form.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

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.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How do independent musicians prepare for professional performances?
- What responsibilities accompany musical leadership?
- How does mentoring others strengthen personal musicianship?
- How can reflection improve artistic growth?

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- How do musicians prepare for future educational and performance opportunities?

SWBAT demonstrate understanding of the following:

- Independent musicians establish rehearsal goals, evaluate progress, and make informed artistic decisions.
- Leadership is demonstrated through preparation, communication, collaboration, and professionalism.
- Peer mentorship strengthens both individual and ensemble performance.
- Constructive critique is an essential part of continuous artistic development.
- Successful performances result from long-term planning, disciplined practice, and thoughtful reflection.

Learning Activities

- Continue weekly individualized lessons aligned with each student's Individual Performance Plan.
- Finalize repertoire for the Capstone Performance Project.
- Continue preparation for recital performances, honor ensemble auditions (All Shore, Region, All State), college auditions, scholarship auditions, chamber performances, or contemporary performance projects as appropriate.
- Develop and implement individualized rehearsal plans addressing remaining technical and musical goals.
- Lead student-directed rehearsals, chamber ensembles, or contemporary performance groups with minimal teacher guidance.
- Serve as peer mentors by providing constructive feedback using established performance rubrics.
- Participate in mock auditions and simulated performance experiences.
- Continue Collaborative Performance Lab emphasizing student leadership, rehearsal efficiency, musical communication, and collaborative problem-solving.
- Refine stage presence, audience communication, and professional performance etiquette.
- Assemble a Capstone Performance Portfolio including rehearsal plans, recordings, reflections, repertoire documentation, and evidence of musical growth.
- Continue maintaining Individual Performance Journals documenting leadership experiences, rehearsal effectiveness, and preparation for the final performance.
- Present a formal capstone progress performance for instructor, guest clinician, or peer

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evaluation.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Student-led rehearsal observations
- Peer mentoring evaluations
- Practice journal reviews
- Capstone Portfolio checkpoints
- Exit tickets
- Collaborative Performance Lab participation

Alternative

- Recorded rehearsal submissions
- Student conferences
- Oral reflections
- Self-assessment
- Peer evaluations
- Modified performance demonstrations

Summative Assessment

- Capstone Performance Project Progress Evaluation demonstrating technical proficiency, artistic interpretation, rehearsal leadership, collaboration, and professionalism.
- Capstone Performance Portfolio documenting rehearsal planning, musical growth, peer feedback, and reflective practice.

Benchmark Assessment

- Mock Capstone Performance Evaluation

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- Individual Performance Plan Final Progress Review

Interdisciplinary Connections

Leadership and Professional Reflection

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Students lead rehearsals, mentor peers, evaluate performances, and communicate artistic decisions while preparing their Capstone Performance Projects.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Technology Integration

Students will use digital portfolios, collaborative cloud-based rehearsal resources, digital recording technology, notation software, and online communication platforms to organize rehearsal materials, evaluate performances, document artistic growth, and

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prepare for the Capstone Performance Project.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Time Frame

Weeks 35-40

Topic

Unit 8 – Capstone Performance Project & Professional Reflection

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Students synthesize the knowledge, skills, and artistic growth developed throughout the course by completing an individualized Capstone Performance Project. Through public performance, professional presentation, portfolio development, and self-reflection, students demonstrate readiness for future musical opportunities and lifelong participation in music.

Alignment to Standards

1.3B.12prof.Pr4b: Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.

1.3B.12prof.Pr5b: Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style and mood.

1.3B.12prof.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of multiple works.

1.3B.12prof.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

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.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How have I grown as a performer throughout this course?
- How do musicians demonstrate professionalism during public performances?
- How does reflection contribute to lifelong artistic growth?

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- How can musicians continue developing beyond high school?
- How do musicians communicate their artistry through performance?

SWBAT demonstrate understanding of the following:

- Professional performances reflect long-term preparation, thoughtful rehearsal, and artistic interpretation.
- Individual performance pathways provide opportunities for personal and musical growth.
- Reflection supports continued artistic development and lifelong learning.
- Professional musicians demonstrate responsibility, adaptability, and effective communication before, during, and after performances.
- Musical growth continues beyond formal education through continued performance and learning opportunities.

Learning Activities

- Continue weekly individualized coaching and final lesson conferences.
- Complete final preparations for the Capstone Performance Project.
- Present a public performance aligned with the Individual Performance Plan. Examples may include:
 - Solo recital performance
 - Chamber ensemble performance
 - Contemporary ensemble performance
 - Honor ensemble audition preparation or presentation
 - College audition repertoire
 - Original composition or arrangement performance
 - Community performance project
- Participate in final dress rehearsals and performance critiques.
- Demonstrate professional concert etiquette, stage presence, audience communication, and collaborative performance skills.
- Complete the **Capstone Performance Portfolio**, including:
 - Individual Performance Plan
 - Performance recordings
 - Rehearsal plans
 - Performance reflections
 - Peer and instructor feedback
 - Evidence of musical growth throughout the course

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- Compare beginning-of-course goals with final accomplishments and revise future musical goals.
- Participate in class discussions celebrating musical growth and future opportunities.
- Complete a final written reflection describing artistic development, future aspirations, and lifelong musical goals.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Dress rehearsal participation
- Portfolio checkpoints
- Peer critiques
- Exit reflections
- Collaborative Performance Lab participation

Alternative

- Recorded Capstone Performance
- Individual conference
- Oral reflection
- Self-assessment
- Portfolio presentation
- Modified Capstone Performance Project

Summative Assessment

- **Capstone Performance Project** demonstrating technical proficiency, artistic interpretation, professionalism, collaboration, and performance readiness as defined by the student's Individual Performance Plan.
- **Capstone Performance Portfolio** documenting rehearsal preparation, artistic growth, performance experiences, and reflective practice.
- **Final Reflection Essay** evaluating musical growth, achievement of Individual

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Performance Plan goals, and future performance aspirations.

Benchmark Assessment

- Final Capstone Performance Evaluation
- End-of-Course Portfolio Review

Interdisciplinary Connections

Reflective Writing & Professional Presentation

W.RW.11-12.10: Write routinely over extended time frames (time for reflection, revision, and self-assessment) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Students complete a comprehensive reflection evaluating their musical growth, artistic development, performance experiences, and future educational or career goals.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

Technology Integration

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Students will use digital portfolio platforms, audio and video recording technology, notation software, collaborative online resources, and presentation software to document performances, organize portfolio materials, reflect on artistic growth, and professionally present evidence of learning.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

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ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations

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- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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