



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 I

Curriculum Development Timeline

School: Ocean Township High School

Course: Music I

Department: Visual & Performing Arts

Board Approval	Supervisor	Notes
July 2009	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revisions
August 2018	Ian Schwartz	Revisions
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandate
August 2025	Erin Leahy	Revisions
August 2026	Gina Hagerman	Revisions

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Becoming A Musician	21	Intermediate Performance & Music Theory
2	Becoming A Musician	22	Intermediate Performance & Music Theory
3	Becoming A Musician	23	Intermediate Performance & Music Theory
4	Becoming A Musician	24	Intermediate Performance & Music Theory
5	Music Literacy & Performance Fundamentals	25	Performance Preparation & Interpretation
6	Music Literacy & Performance Fundamentals	26	Performance Preparation & Interpretation
7	Music Literacy & Performance Fundamentals	27	Performance Preparation & Interpretation
8	Music Literacy & Performance Fundamentals	28	Performance Preparation & Interpretation
9	Music Literacy & Performance Fundamentals	29	Performance Preparation & Interpretation
10	Developing Technique & Musicianship	30	Advanced Musicianship & Independent Learning
Week	Marking Period 2	Week	Marking Period 4
11	Developing Technique & Musicianship	31	Advanced Musicianship & Independent Learning
12	Developing Technique & Musicianship	32	Advanced Musicianship & Independent Learning
13	Developing Technique & Musicianship	33	Advanced Musicianship & Independent Learning

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14	Developing Technique & Musicianship	34	Advanced Musicianship & Independent Learning
15	Ensemble Skills & Musical Expression	35	Culminating Performance & Reflection
16	Ensemble Skills & Musical Expression	36	Culminating Performance & Reflection
17	Ensemble Skills & Musical Expression	37	Culminating Performance & Reflection
18	Ensemble Skills & Musical Expression	38	Culminating Performance & Reflection
19	Ensemble Skills & Musical Expression	39	Culminating Performance & Reflection
20	Intermediate Performance & Music Theory	40	Culminating Performance & 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

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

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- 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 Musician Students begin developing the habits, knowledge, and skills of independent musicians through music literacy, applied performance, practice strategies, collaboration, and reflection.	
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 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.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 does it mean to become an independent musician?
- How do effective practice habits contribute to musical growth?
- How does written music communicate information to a performer?
- How do posture, technique, and instrument care affect musical performance?
- How does individual preparation contribute to ensemble success?
- How can reflection and constructive feedback improve a performance?

SWBAT demonstrate understanding of the following:

- Musical growth results from consistent, focused, and reflective practice.
- Music notation communicates pitch, rhythm, expression, and structure.
- Proper instrument care, posture, breathing, hand position, and playing technique support successful performance.
- Musicians use personal goals and practice strategies to address technical challenges.
- Individual responsibility and respectful collaboration contribute to ensemble success.
- Constructive feedback and self-assessment help musicians improve.
- Performers use technical and expressive skills to communicate musical intent.

Learning Activities:

- Establish classroom expectations, rehearsal procedures, instrument storage routines, and appropriate use of equipment.
- Complete a diagnostic music literacy assessment.
- Complete a diagnostic performance assessment on the student's chosen instrument.
- Select an instrument or confirm continued study on a current instrument.
- Identify the parts, care requirements, setup procedures, and sound-production methods of the selected instrument.
- Demonstrate proper posture, breathing, embouchure, hand position, grip, or playing position as appropriate to the instrument.
- Review the musical alphabet, treble clef, bass clef, grand staff, measures, bar lines, and common music symbols.
- Identify and perform whole notes, half notes, quarter notes, eighth notes, and corresponding rests.
- Perform beginning technical exercises and appropriately leveled repertoire.
- Participate in teacher-guided individual or small-group lessons.
- Complete independent practice while classmates receive individual instruction.
- Develop a personal practice plan containing specific, measurable, and attainable goals.
- Use slow practice, repetition, chunking, metronome practice, and self-recording to address performance challenges.

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- Maintain a practice journal documenting goals, strategies, challenges, and progress.
- Participate in introductory ear-training and active-listening exercises.
- Observe and analyze teacher and professional performance demonstrations.
- Participate in the year-long Collaborative Ensemble Lab through rhythm activities, partner exercises, and beginning small-group rehearsal.
- Demonstrate appropriate rehearsal etiquette, active listening, and respectful communication.
- Give and receive constructive feedback using teacher-provided criteria.
- Record a short performance and complete a written self-reflection.
- Prepare and perform a short individual musical selection.

Assessments

Formative:

- Teacher observations
- Class participation
- Diagnostic music literacy assessment
- Diagnostic performance assessment
- Exit tickets
- Note and rhythm identification activities
- Individual playing checks
- Instrument setup and care checklist
- Practice journal entries
- Weekly goal-setting activities
- Collaborative Ensemble Lab participation
- Peer feedback
- Teacher-student conferences

Alternative:

- Class discussion
- Oral responses
- Student demonstrations
- Recorded performance submissions
- Self-assessment
- Peer critique
- Modified performance demonstrations
- Individual teacher conference

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- Visual or verbal explanation of musical concepts

Summative Assessment:

- Unit 1 performance assessment demonstrating proper instrument setup, posture, tone production, steady pulse, and performance of a short prepared selection
- Personal practice plan
- Written or recorded performance reflection

Benchmark Assessment:

- Beginning-of-course music literacy assessment
- Beginning-of-course performance proficiency assessment

Interdisciplinary Connections

Practice Journal and Performance Reflection:

W.RW.9-10.7: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Students write regularly about personal goals, practice strategies, performance challenges, feedback, and musical growth. This matches the district's approved practice of pairing a specific student task with one complete interdisciplinary standard.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

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

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and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

Students will use digital tuner and metronome applications to improve pitch accuracy, rhythmic consistency, and independent practice. Students will also use digital audio or video recording to document a performance and complete a self-assessment.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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.

Time Frame	Weeks 5-9
Topic	
Unit 2 – Music Literacy & Performance Fundamentals Students expand their understanding of music notation, scales, keys, intervals, rhythm, and	

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musical terminology while continuing to develop technical proficiency, effective practice habits, and confidence on their primary instrument.

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How does music theory improve performance?
- Why are scales and intervals important to musicians?
- How do musicians identify and solve performance challenges?
- How does musical vocabulary improve communication during rehearsal?
- How can performers use self-assessment to improve accuracy and expression?

SWBAT demonstrate understanding of the following:

- Music theory provides the foundation for successful performance.
- Technical exercises improve accuracy, tone quality, and confidence.
- Musical symbols communicate expressive intent.
- Effective practice combines planning, repetition, and reflection.
- Musicians continually evaluate and refine their performances.

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Learning Activities

- Identify and perform major scales appropriate to each student's instrument.
- Introduce key signatures and the Circle of Fifths.
- Identify and perform common intervals.
- Review dynamic markings, articulations, tempo markings, and expressive terminology.
- Continue weekly teacher-guided individual lessons.
- Continue independent practice and goal-setting.
- Expand sight-reading through progressively challenging musical examples.
- Complete rhythm-reading activities including syncopation and compound meter.
- Participate in ear-training exercises identifying intervals and rhythmic patterns.
- Continue Collaborative Ensemble Lab with increasingly challenging ensemble literature.
- Analyze professional performances focusing on tone quality, articulation, balance, and style.
- Perform short solos and chamber music selections.
- Maintain weekly practice journals.
- Record performances and complete written self-assessments.

Assessments

Formative

- Scale performance checks
- Interval identification
- Rhythm-reading assessments
- Sight-reading activities
- Teacher observations
- Practice journal reviews
- Individual lesson conferences
- Peer feedback
- Exit tickets

Alternative

- Student demonstrations
- Oral questioning
- Recorded performance submissions
- Self-reflection
- Teacher conference
- Modified playing assessment

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Summative Assessment

- Music literacy assessment
- Scale proficiency assessment
- Performance assessment demonstrating improved tone, technique, rhythmic accuracy, and musical expression

Benchmark Assessment

- Quarter 1 Performance Evaluation
- Music Theory Benchmark Assessment

Interdisciplinary Connections

Music Analysis and Reflection

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 compare professional performances using written critiques, recordings, and musical scores to support performance decisions.

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

Technology Integration

Students will use music notation software, digital tuner and metronome applications, and digital recording technology to improve technical proficiency, analyze

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performances, and document musical growth.

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

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.

Time Frame

Weeks 10-14

Topic

Unit 3 – Developing Technique & Musicianship

Students develop technical proficiency, musical independence, and expressive performance through advanced practice strategies, ear training, musical interpretation, and increasingly challenging repertoire. Students apply music theory concepts to improve individual performance while continuing collaborative ensemble experiences.

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

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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.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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What distinguishes an accurate performance from an expressive performance?
- How do musicians use tone, articulation, dynamics, and phrasing to communicate musical intent?
- How does ear training improve performance?
- How can performers become more independent learners?
- How does constructive feedback improve musicianship?

SWBAT demonstrate understanding of the following:

- Musical expression extends beyond playing the correct notes and rhythms.
- Tone quality, articulation, phrasing, and dynamics communicate emotion and musical intent.
- Effective musicians evaluate their own performances and develop strategies for improvement.
- Ear training strengthens pitch accuracy, rhythmic precision, and musical confidence.
- Independent practice requires planning, reflection, and persistence.

Learning Activities

- Continue weekly individual lessons with instructor feedback.
- Perform major scales and introduce natural, harmonic, and melodic minor scales as appropriate.

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- Identify and perform triads in root position and inversions.
- Analyze melodic phrases, musical form, and expressive markings within performance repertoire.
- Develop tone production through long tones, articulation studies, flexibility exercises, and technical drills appropriate to each instrument.
- Expand sight-reading using increasingly complex rhythms, key signatures, and musical styles.
- Participate in guided ear-training activities including interval recognition, melodic dictation, rhythmic dictation, and harmonic listening.
- Introduce beginning improvisation activities using pentatonic and blues scales where appropriate.
- Continue maintaining weekly practice journals emphasizing self-evaluation and goal revision.
- Record individual performances and complete written performance critiques.
- Observe and evaluate professional performances using teacher-developed rubrics.
- Continue Collaborative Ensemble Lab with emphasis on balance, blend, listening, and communication.
- Prepare an intermediate solo or chamber ensemble selection demonstrating musical expression and technical growth.

Assessments

Formative

- Teacher observations
- Weekly playing assessments
- Scale and chord proficiency checks
- Ear-training exercises
- Sight-reading assessments
- Practice journal reviews
- Performance reflections
- Exit tickets
- Peer critiques

Alternative

- Recorded performance submissions
- Student conferences
- Oral explanation of musical concepts
- Self-assessment
- Teacher demonstration and student response

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- Modified performance assessments

Summative Assessment

- Intermediate performance assessment demonstrating improved tone, articulation, phrasing, dynamics, rhythmic accuracy, and musical interpretation.
- Music theory assessment covering scales, intervals, triads, key signatures, and musical terminology.

Benchmark Assessment

- Mid-Year Performance Evaluation
- Music Theory Benchmark Assessment

Interdisciplinary Connections

Performance Critique

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Students participate in structured peer critiques and performance discussions, using appropriate musical vocabulary to analyze and evaluate performances.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Technology Integration

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Students will use digital recording software, music notation software, and online performance resources to evaluate performances, analyze musical scores, document progress, and improve technical and expressive performance skills.

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

Career Education

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.

Time Frame	Weeks 15-19
Topic	
Unit 4 – Ensemble Skills & Musical Expression	
Students develop ensemble performance skills while refining individual musicianship through collaborative rehearsal, musical interpretation, stylistic performance, and expressive communication. Students select and begin preparing their recital repertoire while applying music theory concepts to increasingly sophisticated performance literature.	
Alignment to Standards	

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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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What makes an ensemble performance successful?
- How do musicians balance individual expression with ensemble responsibilities?
- How do style, articulation, dynamics, and phrasing influence a musical performance?
- How do performers select repertoire that is both appropriate and challenging?
- How does effective rehearsal improve ensemble performance?

SWBAT demonstrate understanding of the following:

- Successful ensembles require communication, active listening, and shared responsibility.
- Musical expression is achieved through intentional use of dynamics, articulation, phrasing, tone quality, tempo, and style.
- Repertoire should provide an appropriate level of challenge while allowing for artistic growth.
- Constructive rehearsal techniques improve both individual and ensemble performance.
- Musical interpretation is informed by historical context, composer intent, and stylistic

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characteristics.

Learning Activities

- Continue weekly individual lessons with instructor feedback.
- Select an appropriate recital piece in collaboration with the instructor.
- Establish long-term performance goals and a preparation timeline for the recital.
- Analyze recital repertoire for form, phrasing, dynamics, articulations, tempo changes, and expressive markings.
- Perform technical exercises designed to support recital repertoire.
- Study harmonic progressions, Roman numeral analysis, and authentic, half, and plagal cadences.
- Continue ear-training emphasizing harmonic function and ensemble listening.
- Rehearse chamber ensembles and Collaborative Ensemble Lab literature emphasizing balance, blend, articulation, and style.
- Practice following a conductor and responding to ensemble cues.
- Develop rehearsal strategies including marking music, identifying problem passages, and organizing efficient practice sessions.
- Compare professional recordings of selected repertoire and discuss interpretive differences.
- Participate in peer coaching sessions using teacher-developed performance rubrics.
- Continue maintaining practice journals with weekly reflections and progress toward recital goals.
- Present an informal performance of recital repertoire for peer and instructor feedback.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Ensemble participation
- Rehearsal preparedness
- Harmonic analysis activities
- Sight-reading assessments
- Practice journal reviews
- Peer coaching reflections
- Exit tickets

Alternative

- Recorded rehearsal submissions

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- Student conferences
- Self-evaluations
- Oral explanation of musical concepts
- Modified performance demonstrations
- Small-group performances

Summative Assessment

- Performance assessment demonstrating stylistic interpretation, expressive performance, and ensemble awareness.
- Music theory assessment covering harmonic function, Roman numeral analysis, and cadences.
- Recital repertoire selection and performance plan.

Benchmark Assessment

- Semester Performance Evaluation
- Music Theory Benchmark Assessment

Interdisciplinary Connections

Historical and Stylistic Performance Analysis

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 the historical background, composer, and stylistic characteristics of their selected recital repertoire to inform performance decisions.

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 and problem solving.

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Technology Integration

Students will use digital recording technology, online score resources, music notation software, and collaborative digital platforms to analyze recital repertoire, evaluate performances, and document progress toward long-term performance goals.

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

Career Education

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.

Time Frame	Weeks 20-24
Topic	
Unit 5 – Intermediate Performance & Music Theory Students deepen their understanding of harmony, musical analysis, and interpretation while refining recital repertoire through focused rehearsal and advanced practice strategies. Students connect music theory concepts directly to performance, strengthening both technical proficiency and artistic expression.	
Alignment to Standards	

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COURSE Music I

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

Learning Objectives and Activities

SWBAT answer the following questions:

- How does harmony shape musical expression?
- How does music theory improve performance decisions?
- What role do phrase structure and harmonic function play in interpretation?
- How do musicians refine a performance over time?
- How does collaboration improve artistic outcomes?

SWBAT demonstrate understanding of the following:

- Harmonic analysis provides insight into musical structure and interpretation.
- Technical mastery supports expressive performance.
- Musical phrasing reflects both harmonic movement and composer intent.
- Effective performers continually evaluate and refine their performances.
- Collaborative rehearsal strengthens musical understanding and performance quality.

Learning Activities

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COURSE Music I

- Continue weekly individual lessons with instructor feedback.
- Continue preparation of individual recital repertoire.
- Analyze recital music using Roman numeral analysis and harmonic function.
- Introduce diatonic seventh chords and their role within major and minor keys.
- Identify tonic, predominant, dominant, and dominant seventh harmonies in selected repertoire.
- Explore phrase structure, cadences, and formal analysis within recital literature.
- Continue technical studies emphasizing tone quality, articulation, flexibility, range, and endurance appropriate to each instrument.
- Perform sight-reading exercises incorporating more advanced rhythms, key signatures, and stylistic interpretation.
- Continue ear-training activities focusing on harmonic progressions, chord quality, and melodic dictation.
- Participate in Collaborative Ensemble Lab with emphasis on chamber music rehearsal techniques, listening skills, and musical leadership.
- Compare multiple professional recordings of the same composition and evaluate differing interpretive choices.
- Continue maintaining practice journals with weekly reflections and revised recital goals.
- Present a recital progress performance for instructor and peer critique.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Seventh chord identification activities
- Harmonic analysis exercises
- Sight-reading assessments
- Ear-training activities
- Practice journal reviews
- Peer critiques
- Exit tickets

Alternative

- Student conferences
- Recorded performance submissions
- Oral analysis of musical excerpts
- Self-assessment

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COURSE Music I

- Teacher-guided performance demonstrations
- Modified written or performance assessments

Summative Assessment

- Performance assessment demonstrating improved technical proficiency, musical interpretation, and expressive communication within recital repertoire.
- Music theory assessment covering harmonic function, Roman numeral analysis, phrase structure, cadences, and diatonic seventh chords.

Benchmark Assessment

- Mid-Year Recital Progress Evaluation
- Music Theory Benchmark Assessment

Interdisciplinary Connections

Musical Analysis

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students analyze musical scores and support interpretive decisions using evidence from the written music, composer markings, and harmonic analysis.

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.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.

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COURSE Music I

Technology Integration

Students will use music notation software, digital recording technology, and online score libraries to analyze harmonic structure, compare professional performances, document recital progress, and evaluate musical interpretation.

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

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.

Time Frame	Weeks 25-29
Topic	
Unit 6 – Performance Preparation & Interpretation	
Students refine recital repertoire through focused rehearsal, musical interpretation, performance analysis, and expressive communication. Emphasis is placed on artistic decision-making, stage presence, rehearsal efficiency, and developing confidence as independent performers.	
Alignment to Standards	

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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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do performers communicate emotion and meaning through music?
- What rehearsal strategies produce the greatest musical improvement?
- How can performers effectively prepare for a public performance?
- What role does stage presence play in audience engagement?
- How can performers manage mistakes and performance anxiety?

SWBAT demonstrate understanding of the following:

- Musical interpretation requires thoughtful artistic decision-making supported by the score.
- Successful performances result from purposeful preparation, reflection, and revision.
- Stage presence, confidence, and professionalism contribute to an effective performance.
- Constructive feedback strengthens artistic growth.
- Independent musicians evaluate performances and develop strategies for continuous improvement.

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Learning Activities

- Continue weekly individual lessons with instructor feedback.
- Refine recital repertoire through focused technical and expressive rehearsal.
- Analyze phrase structure, dynamics, articulation, tempo relationships, and stylistic interpretation within recital music.
- Continue advanced technical exercises supporting individual repertoire.
- Explore musical form and score study to support interpretive decisions.
- Participate in mock auditions and performance simulations.
- Practice stage presence, audience etiquette, concert procedures, and performance professionalism.
- Develop strategies for managing performance anxiety and building performance confidence.
- Continue Collaborative Ensemble Lab with student-led sectional rehearsals emphasizing rehearsal efficiency and musical leadership.
- Participate in peer performance masterclasses using structured performance rubrics.
- Compare recorded performances and evaluate interpretive choices using evidence from the score.
- Continue weekly practice journals documenting rehearsal strategies, progress, and reflection.
- Present a formal recital progress performance for instructor and peer evaluation.

Assessments

Formative

- Teacher observations
- Weekly lesson evaluations
- Performance check-ins
- Stage presence observations
- Practice journal reviews
- Peer critiques
- Rehearsal planning assignments
- Exit tickets
- Collaborative Ensemble Lab participation

Alternative

- Recorded performance submissions
- Individual conferences
- Self-assessment
- Oral performance analysis

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COURSE Music I

- Student demonstrations
- Modified performance assessments

Summative Assessment

- Performance assessment demonstrating musical interpretation, technical accuracy, expressive communication, stage presence, and professionalism.
- Written analysis of recital repertoire explaining interpretive decisions using musical evidence.

Benchmark Assessment

- Recital Progress Evaluation
- Performance Reflection Portfolio Check

Interdisciplinary Connections

Performance Reflection and Artistic Analysis

W.AW.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Students write an analysis of their recital repertoire, explaining historical context, musical structure, interpretive decisions, and personal artistic growth.

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

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COURSE Music I

Technology Integration

Students will use digital audio and video recording technology to evaluate rehearsal effectiveness, refine recital performances, compare multiple interpretations, and develop a digital performance portfolio documenting musical growth.

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

Career Education

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.

Time Frame	Weeks 30-34
Topic	
Unit 7 – Independent Performance & Collaboration	
Students demonstrate increasing independence as musicians through student-led rehearsals, chamber music, peer mentoring, collaborative problem-solving, and continued refinement of recital repertoire. Students synthesize music theory, technical proficiency, and artistic interpretation while preparing for their culminating performance.	
Alignment to Standards	

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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.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do successful musicians rehearse independently?
- What qualities make an effective musical leader?
- How can performers provide meaningful feedback to their peers?
- How does collaboration strengthen individual and ensemble performance?
- How do musicians prepare for a polished public performance?

SWBAT demonstrate understanding of the following:

- Independent musicians take responsibility for planning, rehearsing, and evaluating their own performances.
- Effective collaboration depends on communication, preparation, respect, and shared responsibility.
- Peer feedback promotes musical growth when it is specific, constructive, and evidence-based.
- Leadership in music involves modeling professionalism, encouraging others, and solving problems collaboratively.
- Successful performances reflect consistent preparation and thoughtful musical

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DEPARTMENT Visual and Performing Arts

COURSE Music I

decision-making.

Learning Activities

- Continue weekly individual lessons focused on final recital preparation.
- Refine recital repertoire through independent rehearsal planning and instructor coaching.
- Develop individual rehearsal schedules addressing technical and musical goals.
- Participate in student-led Collaborative Ensemble Lab rehearsals emphasizing rehearsal efficiency, communication, and shared musical leadership.
- Rehearse chamber ensembles with minimal teacher direction, applying rehearsal strategies developed throughout the year.
- Serve as peer mentors by providing constructive feedback using established performance rubrics.
- Analyze rehearsal recordings and revise rehearsal plans based on self-assessment and peer feedback.
- Continue advanced ear-training and score study using recital repertoire.
- Explore expressive interpretation through tempo, phrasing, articulation, tone color, and dynamic contrast.
- Participate in mock recital performances simulating the final performance experience.
- Continue maintaining practice journals documenting rehearsal effectiveness, performance growth, and remaining goals.
- Participate in discussions about careers in music, lifelong music participation, and opportunities beyond high school.

Assessments

Formative

- Teacher observations
- Student-led rehearsal evaluations
- Weekly lesson evaluations
- Practice journal reviews
- Peer assessment rubrics
- Chamber ensemble participation
- Exit tickets
- Performance reflections
- Collaborative rehearsal checklists

Alternative

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COURSE Music I

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

Summative Assessment

- Chamber ensemble or recital progress performance demonstrating technical proficiency, musical interpretation, collaboration, and professionalism.
- Student-created rehearsal plan with written reflection on rehearsal strategies and performance improvement.

Benchmark Assessment

- Mock Recital Performance
- Performance Portfolio Review

Interdisciplinary Connections

Collaborative Performance Reflection

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Students collaborate during student-led rehearsals, peer critiques, and performance discussions to evaluate rehearsal strategies and improve musical performances.

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.

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COURSE Music I

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 collaborative digital tools, digital recording technology, shared online rehearsal resources, and digital portfolios to evaluate performances, exchange feedback, organize rehearsal plans, and monitor progress toward recital 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.

Time Frame

Weeks 35-40

Topic

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COURSE Music I

Unit 8 – Culminating Performance & Reflection

Students demonstrate their musical growth through the preparation and presentation of a final recital. Students synthesize music literacy, technical proficiency, musical interpretation, collaboration, and professionalism while reflecting on their development as independent musicians 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.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.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 have I grown as a musician throughout the course?
- How do musicians prepare for a successful public performance?
- How can reflection improve future musical experiences?
- What qualities define a confident and professional performer?
- How can music continue to be a meaningful part of my life beyond this course?

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COURSE Music I

SWBAT demonstrate understanding of the following:

- Successful performances are the result of long-term planning, consistent practice, and thoughtful musical decision-making.
- Reflection is an essential part of artistic growth.
- Professionalism includes preparation, confidence, communication, and respect for fellow performers and audiences.
- Lifelong musicians continue learning, performing, and contributing to musical communities.
- Music literacy and performance skills provide opportunities for continued artistic and personal growth.

Learning Activities

- Continue weekly individual lessons focused on polishing recital repertoire.
- Refine technical accuracy, musical expression, tone quality, phrasing, articulation, and stage presence.
- Participate in full recital rehearsals and dress rehearsals.
- Perform mock recital presentations for instructor and peer feedback.
- Demonstrate appropriate concert etiquette as both performer and audience member.
- Complete final performance adjustments based on instructor and peer critique.
- Participate in the Collaborative Ensemble Lab through final ensemble rehearsals and performance preparation.
- Assemble a digital performance portfolio including recordings, written reflections, practice journal excerpts, and selected coursework.
- Compare diagnostic assessments from Unit 1 with current performance skills to identify individual growth.
- Complete a written reflection evaluating musical achievements, challenges, goals accomplished, and future musical aspirations.
- Participate in the final class recital showcasing individual and collaborative performances.
- Celebrate the accomplishments of classmates through constructive feedback and recognition of musical growth.

Assessments

Formative

- Teacher observations
- Final lesson evaluations
- Dress rehearsal participation
- Mock recital performance

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COURSE Music I

- Practice journal completion
- Portfolio checkpoints
- Peer feedback
- Exit reflections

Alternative

- Recorded performance submission
- Individual conference
- Self-assessment
- Oral reflection
- Portfolio presentation
- Modified recital performance, when appropriate

Summative Assessment

- Final public recital performance demonstrating technical proficiency, musical expression, stylistic interpretation, professionalism, and stage presence.
- Digital performance portfolio documenting growth throughout the course.
- Written final reflection comparing beginning-of-course and end-of-course musical development.

Benchmark Assessment

- Final Performance Evaluation
- End-of-Course Music Literacy and Performance Assessment

Interdisciplinary Connections

Final Performance 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 complete a reflective essay evaluating their musical growth, performance preparation, challenges overcome, and future goals as musicians.

Career Readiness, Life Literacies, and Key Skills

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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 recording technology and digital portfolio tools to document performances, evaluate musical growth, organize artifacts of learning, and present evidence of achievement throughout the course.

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.

CRP11. Use technology to enhance productivity.

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

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COURSE Music I

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

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
- Teach cognitive and methodological skills
- Use center, stations, or contracts

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COURSE Music I

- 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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