

CONCERT BAND

COURSE SYLLABUS

Course Overview: The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Through understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in a multicultural society. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

Concert Band is a full year course designed primarily to continue to provide students with a foundation in all aspects of reading, understanding and performing music. It builds upon the knowledge and technical skills acquired by the student up to the ninth grade and enables students to make informed critical and aesthetic judgments, build self-assessment skills, and understand the historical and cultural influences of music. Prior instrumental music experience is preferred but not required.

Required Materials:

- Pencil
- Instrument, sticks, mallets
- Charged Chromebook
- Folder with music (provided by school)

Grading Policy:

There are four categories that make up the concert band grade:

25% Lesson Participation

25% Performances

25% Test/Quizzes

25% Classwork/Homework

Winter and Spring Concert Information: Date and rehearsal schedule to be announced.

Learning Objectives: **UPDATE ONCE UNIT OBJECTIVES ARE FINISHED*

- Proper posture and breath control
- Instrument placement and care.
- Proper articulation and tone production techniques
- Basic music theory concepts
- Solfege syllables and hand signs
- Sight Reading and Rhythm Reading skills
- Concert performance etiquette
- Band repertoire ranging from two to five parts
- Balance and blend within an ensemble
- Playing alone and with others
- Critical listening/analyzing ensemble and solo music recordings and performance.
- Audiating melodies, rhythms, and articulations.
- How to perform in front of an audience

Unit 1 Overview: Instrumental Music fundamentals

This unit covers the essential elements of music including rhythm, pitch, timbre, dynamics, texture and form. The ability of reading musical notation with playing pitches and complex rhythms will be developed. An emphasis on instrumental technique in this unit will help to build self-confidence and establish the accepted norms. **Creating a characteristic tone from the instrument through proper mechanics, examples, and concepts is paramount.** The understanding, application and evaluation of these skills are ongoing throughout the year.

Essential Questions:

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

How does proper hand position and placement affect my facility?

How do posture and breath support affect my tone production?

What makes a tone sound clear, supported, and expressive?

How can individual instrumental technique enhance the overall ensemble sound?

How do underlying structures unconsciously guide the creation of musical works?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.
Make, Evaluate, Refine, Rehearse

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Students will be able to identify correct playing posture, hand position, and breath support.
- Students will be able to describe how a piece of music matches their instrument range and ability.

- Students will be able to recognize when rhythm and pitch are accurate in performance.
- Students will be able to apply teacher and peer feedback to improve their tone, breath support, and blend.
- Students will be able to explain how instrumental technique contributes to ensemble sound quality.
- Students will be able to demonstrate expressive playing using consistent breath control and stick control.
- Students will be able to analyze how their technique and experience influence their musical performance.
- Students will be able to apply posture, breath support, diction, and tone to ensemble singing with consistency.
- Students will be able to reflect on how their musical preferences and skills shape their performance.
- Students will be able to evaluate and revise their technique based on established criteria.
- Students will be able to perform music with technical accuracy and expressive intent.

Assessments:

This section establishes HOW student learning will be evaluated.

Assessment will include informal and formal evaluations through individual and small-group lessons, as well as ensemble rehearsals.

Outline & link formative and summative assessments for the unit. Align descriptions with standards.

- *Include general descriptions of the types of formative assignments that reflect assessment of progress & process.*
- *Include descriptions of major assessments & performance projects that reflect critical thinking & prompt original creation.*

**Include options for students to demonstrate performance and include rubrics when applicable.*

Formative	Summative
<ul style="list-style-type: none"> • Daily Warm-Up • Teacher Feedback • Peer Feedback <ul style="list-style-type: none"> - <i>Students listen to each other and offer feedback on one vocal element (e.g., diction or blend).</i> • Exit Tickets (<i>written or verbal</i>) 	<ul style="list-style-type: none"> • Before and after recordings • Small group vocal assessments • Spring and Winter Concerts • Written Reflections

Instructional Strategies & Unit Resources:

- Sectional and group rehearsals.
- Warm up and technique exercises.
- Modeling and demonstration of technique
- Use of mirrors for body mapping and posture.
- Posture exercises.
- Breathing exercises.

- Articulation exercises.
- Modified vowel production exercises.
- Recording and evaluation of vocal technique.
- Listening to recorded examples of quality instrumentalists.

Vocabulary

- Posture, Breath Support, Diaphragm, Resonance, Grip, Fulcrum, Timbre, Tone Quality, Blend, Intonation, Projection
Register (low, mid, high-depending on instrument) Articulation

Accommodations & Modifications

FROM LENAPE:

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **Students at Risk of School Failure:** Students will be accommodated based on individual need and provided various structural supports through their school. **Gifted and Talented Students:** Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES:						
#	Description	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
1	Generating and conceptualizing ideas.	Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods	Accomplished 1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Advanced 1.3Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.

				or cultures studied in rehearsal.		
2	Organizing and developing ideas.	Novice 1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Accomplished 1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Advanced 1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
3	Refining and completing products.	Novice <ul style="list-style-type: none"> 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria. 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	Intermediate <ul style="list-style-type: none"> 1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria. 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	Proficient <ul style="list-style-type: none"> 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that 	Accomplished <ul style="list-style-type: none"> 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. Advanced	Advanced <ul style="list-style-type: none"> 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.

				address identified purposes.		
4	Selecting, analyzing and interpreting work.	<p>Novice</p> <ul style="list-style-type: none"> • 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. • 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. • 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	<p>Intermediate</p> <ul style="list-style-type: none"> • 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. • 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. • 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. 	<p>Proficient</p> <ul style="list-style-type: none"> • 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. • 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. • 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 	<p>Accomplished</p> <ul style="list-style-type: none"> • 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. • 1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to 	<p>Advanced</p> <ul style="list-style-type: none"> • 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. • 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. • 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire

					connect with the audience.	of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
5	Developing and refining techniques and models or steps needed to create products.	Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Accomplished 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	Advanced 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
6	Conveying meaning through art.	Novice • 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances	Intermediate • 1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. • 1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.	Proficient • 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. • 1.3C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	Accomplished • 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. • 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	Advanced • 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. • 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised

						performances.
7	Perceiving and analyzing products.	<p>Novice • 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p>	<p>Intermediate • 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p>	<p>Proficient • 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p>	<p>Accomplished • 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. • 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.</p>	<p>Advanced • 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. • 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.</p>
8	Interpreting intent and meaning.	<p>Novice 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).</p>	<p>Intermediate 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).</p>	<p>Proficient 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p>	<p>Accomplished 1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.</p>	<p>Advanced 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>
9	Applying criteria to evaluate products.	<p>Novice 1.3C.12nov.Re9a: Identify and</p>	<p>Intermediate 1.3C.12int.Re9a: Explain the influence</p>	<p>Proficient 1.3C.12prof.Re9a: Evaluate works</p>	<p>Accomplished 1.3C.12acc.Re9a: Evaluate works and</p>	<p>Advanced 1.3C.12adv.Re9a: Develop and</p>

		describe the effect of interest, experience, analysis, and context on the evaluation of music.	of experiences, analysis and context on interest in and evaluation of music.	and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	justify evaluations of music, programs of music, and performances based on criteria, personal decision-making , research, and understanding of contexts.
10	Synthesizing and relating knowledge and personal experiences to create products.	Novice 1.3C.12nov.Cn10 a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn10 a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5b, 1.3A.12adv.Re7a
1 1	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	Novice 1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the	Intermediate 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes:	Proficient 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the	Accomplished 1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes:	Advanced 1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is

		following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a
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Interdisciplinary Connections & 21st Century Themes & Skills

- **Dance: 1.1.2.Pr5d:** Explore a variety of body positions requiring a range of strength, flexibility and core support.
- **Physical Fitness: 2.2.12.LF.2:** Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- **ELA: WHST.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **Career & Life Readiness: 9.4.2.CT.2:** Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

• FOR EXPLORING UNIT: 9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries.

UNIT 2 OVERVIEW: MUSICAL LITERACY

The *Musical Literacy* unit focuses on developing students' ability to read, write, and understand music as it applies to instrumental performance. Students will engage in activities that build skills in pitch and rhythm reading, sight-singing, music vocabulary, and score navigation. Designed to meet the needs of both beginning and intermediate instrumentalists, this unit helps students build music literacy skills they can use in real-world contexts such as school performances, community bands, theater productions, or even personal musical goals. Students will use neutral audiation syllables, rhythm syllables, and basic music theory to improve their musical independence and confidence. Through warm-ups, sight-reading drills, and guided rehearsal strategies, students will deepen their understanding of how music is constructed and performed.

Essential Questions:

- Why is it important to read and write the language of music?
- How is written music a form of communication?
- How can the understanding of pitch relationships make for better musical interpretation?
- How can proficiency in sight-singing enable an instrumentalist to learn and master their repertoire?
- How can sight-reading fluency increase the performer's appreciation of the music?
- How can audiation be interpreted and applied to exercises and literature?
- What is notation?
- How can note names on the staff be read and interpreted?
- How can rhythms be read and interpreted?

Learning Targets & Standards

- Students will be able to identify key musical symbols, note values, dynamic markings, and solfège syllables in a choral score.
- Students will be able to recall the meanings of common time signatures, clefs, and rhythmic patterns.
- Students will be able to describe the function of various rehearsal markings (repeats, codas, breath marks, etc.) in a score.
- Students will be able to use solfège and rhythm syllables to read and perform short sight-reading examples.

Assessments:

This section establishes HOW student learning will be evaluated.

Formative	Summative
<ul style="list-style-type: none">• Do-Now: Rhythm and Pitch Reviews	<ul style="list-style-type: none">• Sight-Reading Tests• Rhythm reading Tests

	<ul style="list-style-type: none"> • Teacher Feedback • Exit Tickets (<i>written or verbal</i>) • <i>Sight Reading Drills</i> • <i>Rhythm Reading Drills</i> 	<ul style="list-style-type: none"> • Individual Student Performances 	
<p align="center"><u>Instructional Strategies & Unit Resources:</u></p> <p>- Sight-Reading Routine: Short, daily sight-reading practice (using their instrument, and/or rhythm syllables), scaffolded by level.</p> <ul style="list-style-type: none"> - Study and application of music fundamentals. - Score preparation - Analyze the form of simple songs - Class discussion - Tonal memory/pitch drills - Clapping rhythms 			
<p align="center"><u>Vocabulary</u></p> <ul style="list-style-type: none"> • <i>Time Signature, Key Signature, Dynamics, Tempo, Rhythm, Pitch, Interval, Notation, Sight-Reading, Measure, Clef (treble, bass) Articulation (e.g., staccato, legato), Phrase, Syncopation, Expression Markings (e.g., march, dance, hymn)</i> 			
<p align="center"><u>Accommodations & Modifications</u></p> <p><i>Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.</i></p> <p>Example: Recommended Accommodations & Modifications for Curriculum Implementation</p> <p>FROM LENAPE:</p> <p>Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan. English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher. Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school. Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.</p> <ul style="list-style-type: none"> • General Education • IEP • 504 			

- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

2020 NEW JERSEY STUDENT LEARNING STANDARDS - MUSIC ENSEMBLES:						
#	Description	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
1	Generating and conceptualizing ideas.	Novice 1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3.C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3.C.12prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Accomplished 1.3.C.12acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Advanced 1.3.C.12adv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.
2	Organizing and developing ideas.	Novice 1.3.C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Intermediate 1.3.C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Proficient 1.3.C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Accomplished 1.3.C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Advanced 1.3.C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
3	Refining and	Novice	Intermediate	Proficient	Accomplished	Advanced

	completing products.	<ul style="list-style-type: none"> 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria. 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<ul style="list-style-type: none"> 1.3C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria. 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal. 	<ul style="list-style-type: none"> 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes. 	<ul style="list-style-type: none"> 1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. 1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes. Advanced 	<ul style="list-style-type: none"> 1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. 1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
4	Selecting, analyzing and interpreting work.	<p>Novice</p> <ul style="list-style-type: none"> 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. 1.3C.12nov.Pr4c: Identify expressive 	<p>Intermediate</p> <ul style="list-style-type: none"> 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. 1.3C.12int.Pr4c: Demonstrate understanding and 	<p>Proficient</p> <ul style="list-style-type: none"> 1.3C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. 1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform 	<p>Accomplished</p> <ul style="list-style-type: none"> 1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances. 1.3C.12acc.Pr4c: 	<p>Advanced</p> <ul style="list-style-type: none"> 1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. 1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where

		qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	prepared or improvised performances. • 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.	appropriate), how the structure and context impact and inform prepared and improvised performances. • 1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
5	Developing and refining techniques and models or steps needed to create products.	Novice 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Intermediate 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Accomplished 1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.	Advanced 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
6	Conveying meaning through art.	Novice • 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. • 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and	Intermediate • 1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. • 1.3C.12int.Pr6b: Demonstrate an understanding of the	Proficient • 1.3C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. • 1.3C.12prof.Pr6b: Demonstrate an	Accomplished • 1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. • 1.3C.12acc.Pr6b: Demonstrate an understanding of intent as	Advanced • 1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures,

		improvised performances	context of the music through prepared and improvised performances.	understanding of expressive intent by connecting with an audience through prepared and improvised performances.	a means for connecting with an audience through prepared and improvised performances.	styles, genres, and historical periods in multiple types of ensembles. • 1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
7	Perceiving and analyzing products.	Novice • 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. • 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.	Intermediate • 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.	Proficient • 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. • 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.	Accomplished • 1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. • 1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.	Advanced • 1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context. • 1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
8	Interpreting intent and meaning.	Novice 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the	Intermediate 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music,	Proficient 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence	Accomplished 1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text	Advanced 1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing

		setting of the text (when appropriate).	contexts and the setting of the text (when appropriate).	the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.	(when appropriate), and varied researched sources.	and synthesizing varied researched sources, including reference to other art forms.
9	Applying criteria to evaluate products.	Novice 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Intermediate 1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.	Proficient 1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	Accomplished 1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.	Advanced 1.3C.12adv.Re9 a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making , research, and understanding of contexts.
10	Synthesizing and relating knowledge and personal experiences to create products.	Novice 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	Intermediate 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a	Proficient 1.3B.12prof.Cn10 a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a	Accomplished 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a	Advanced 1.3B.12adv.Cn1 0a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2 a, 1.3A.12adv.Cr3 b, 1.3A.12.Pr5b, 1.3A.12adv.Re7 a

1 1	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	<p>Novice</p> <p>1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes:</p> <p>1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</p>	<p>Intermediate</p> <p>1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes:</p> <p>1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a</p>	<p>Proficient</p> <p>1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes:</p> <p>1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a</p>	<p>Accomplished</p> <p>1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes:</p> <p>1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a</p>	<p>Advanced</p> <p>1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music This Performance Expectation is embedded in the following Artistic Processes:</p> <p>1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a</p>
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Interdisciplinary Connections & 21st Century Themes & Skills

- ***Dance: 1.1.5.Pr6a:*** Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
- ***ELA:RST.11-12.4.*** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
- ***Career Readiness:***
 - ***9.4.12.CI.1:*** Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
 - ***9.4.12.IML.3:*** Analyze information using reasoning, context, and supporting evidence.
 - ***9.4.12.CC.1:*** Use effective communication and collaboration skills in group and individual settings.

UNIT 3 OVERVIEW: PERFORMANCE

This unit helps students build a deeper understanding of what makes a strong instrumental performance, including technique, musical expression, stage presence, and ensemble skills. Students will learn how preparation, focus, and collaboration contribute to confident, meaningful performances. Instruction is designed to support students of all experience levels. Through discussion, rehearsal, and reflection, students will explore how elements like composer intent, musical style, and audience connection influence performance.

They will engage in critical thinking as they make artistic decisions and respond to feedback. Students will watch and evaluate both live and recorded performances—including their own—to connect classroom learning with real-world performance settings. They will explore how music reflects culture, identity, and community, considering different perspectives and traditions. Throughout the unit, students will shape their own interpretations of music, develop performance readiness, and reflect on their progress through peer and self-assessment. Students will demonstrate their growth and learning in cumulative performances, applying skills and concepts practiced throughout the unit. These performances will serve as both a celebration of progress and a formal assessment of vocal and ensemble development.

Essential Questions:

- What makes a live performance effective, expressive, and engaging?
- How do individual preparation and ensemble collaboration contribute to a successful performance?
- In what ways do performers communicate musical ideas, emotions, and intentions to an audience?
- How does understanding a piece's cultural and historical context influence how it is performed?
- How do feedback and reflection shape the process of improving as a performer?
- What role does stage presence play in connecting with an audience?
How do rehearsal strategies impact the final performance?
- How can a performer adapt their technique and expression to suit different musical styles and settings?

Learning Targets & Standards

- Students will be able to prepare and perform choral repertoire with technical accuracy, stylistic expression, and ensemble blend.
- Students will be able to demonstrate appropriate concert etiquette and stage presence to effectively engage an audience.
- Students will be able to analyze and evaluate live and recorded performances, including their own, to identify strengths and areas for growth.
- Students will be able to interpret and express the stylistic and cultural contexts of choral works to deepen musical meaning and audience connection.
- Students will be able to collaborate effectively within the ensemble, balancing individual and group contributions to achieve blend and cohesion.
- Students will be able to set personal goals and reflect on their progress as performers through self- and peer-assessment activities.

Assessments

Formative	Summative
<ul style="list-style-type: none">• Daily Warm-Up• Teacher Feedback• Peer Feedback<ul style="list-style-type: none">– Students listen to each other and offer feedback on one vocal element (e.g., diction or blend).• Exit Tickets (written or verbal)	<ul style="list-style-type: none">• Before and after recordings• Small group vocal assessments• Spring and Winter Concerts• Written Reflections

Instructional Strategies & Unit Resources:

- Daily Vocal Warm-ups & Technique Drills
- Rehearsal Chunking (Sectional & Full Ensemble)
- Modeling and Guided Practice
- Peer and Self-Evaluation
- Video/Audio Recording & Playback
- Performance Reflection Journals
- Informal Performances and Run-Throughs
- Listening to recorded examples of choral literature

Vocabulary

- Expression, Interpretation, Performance, Etiquette, Technique, Feedback, Rehearsal, Collaboration, Articulation, Audience, Focus, Preparation, Projection, Confidence, Blend, Balance, Diction, Breath Support, Resonance, Posture, Intonation, Phrasing, Timbre, Stage Presence, Repertoire, Dynamics, Cue, Conductor, Tempo, Soprano, Alto, Tenor, Bass

Accommodations & Modifications

Outline strategies for accommodating needs and modifying per varied levels of learners, including tiered instructional options & assessments for Special Education, ELL, Gifted and Talented.

Example: [Recommended Accommodations & Modifications for Curriculum Implementation](#)

FROM LENAPE:

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **Students at Risk of School Failure:** Students will be accommodated based on individual need and provided various structural supports through their school. **Gifted and Talented Students:** Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

- [General Education](#)

- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Interdisciplinary Connections & 21st Century Themes & Skills

This is where you will include at least one standard that aligns with another content area.

This is where you will note literacy skills embedded in the unit: cite NJSLs reading and writing standards required per content area ([Social Studies, Science & Technical Subjects](#) - Proposed Revisions 2023).

This is where you note any alignment to [Career & Life Readiness](#) (Financial Literacy (9.1); Career Awareness (9.2); 21st -Century Life & Careers (9.3), [Life Literacies & Key Skills](#) (9.4))

UNIT 4 OVERVIEW: EXPLORATION & REFLECTION

The *Exploration & Reflection* unit is an expressive journey through instrumental music which exposes students to diverse genres and equips them with critical analysis skills necessary for success in a musical context. Students will learn proper music analysis terminology and apply that knowledge to their instrument, and ultimately their performance. **This process encourages both artistic curiosity and personal introspection. This unit is designed to deepen students' musical and emotional awareness by engaging with a diverse repertoire spanning different cultures, time periods, and styles.**

Through rehearsal, analysis, and performance, students will explore how composers use music to convey meaning, tell stories, and reflect on the human experience. Discussions and reflective writing will accompany musical study, allowing students to connect personally with the themes in the repertoire and articulate their own interpretations.

Key focus areas include vocal technique, ensemble blend, musical expression, and interpretive decision-making. Students will also have opportunities to contribute to the rehearsal process through guided reflection, peer feedback, and creative input.

By the end of the unit, students will not only have refined their performance skills through performance analysis and self-reflection, but they will also have developed a deeper understanding of how music can serve as both a mirror and a lens for exploring identity, community, and emotion.

Essential Questions:

Note: [Questions](#) used to prompt learning in particular lessons will be more specific to content and skill development.

- What makes a live performance effective, expressive, and engaging?
- In what ways do performers communicate musical ideas, emotions, and intentions to an audience?
- How does understanding a piece's cultural and historical context influence how it is performed?
- How do feedback and reflection shape the process of improving as a performer?
- What role does stage presence play in connecting with an audience?
- Do I have the resources to continue my musical journey after high school?

Learning Targets & Standards

This section establishes WHAT skills will be developed, WHAT content will be understood, applied, analyzed, evaluated, and created.
Imagine, plan, select, Analyze, Evaluate, Interpret, Interconnect

Learning Targets should reflect goals for all levels of [Bloom's Taxonomy](#).

- Evaluate choral music using proper music terminology.
- Imagine composer's intent for repertoire.
- Interpret choral music appropriate to the composer's intent and historical context.

Assessments:

This section establishes HOW student learning will be evaluated.

Assessment will include informal and formal evaluations through vocal lessons and be used to

Outline & link formative and summative assessments for the unit. Align descriptions with standards.

- *Include general descriptions of the types of formative assignments that reflect assessment of progress & process.*
- *Include descriptions of major assessments & performance projects that reflect critical thinking & prompt original creation.*

**Include options for students to demonstrate performance and include rubrics when applicable.*

Formative	Summative
<ul style="list-style-type: none"> • Daily Warm-Up • Teacher Feedback • Peer Feedback <ul style="list-style-type: none"> - <i>Students listen to each other and offer feedback on one vocal element (e.g., diction or blend).</i> • Exit Tickets (<i>written or verbal</i>) 	<ul style="list-style-type: none"> • Before and after recordings • Small group vocal assessments • Spring and Winter Concerts • Written Reflections

Instructional Strategies & Unit Resources:

Vocabulary

Accommodations & Modifications

FROM LENAPE:

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP. **Students with 504 Plans:** Students will be accommodated based on specific accommodations listed in the 504 Plan. **English Language Learners:** Students will be accommodated based on individual need and in consultation with the ELL teacher. **Students at Risk of School Failure:** Students will be accommodated based on individual need and provided various structural supports through their school. **Gifted and Talented Students:** Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.

- [General Education](#)
- [IEP](#)
- [504](#)
- [Multilingual Learners](#)
- [Students at-risk](#)
- [Gifted and Talented](#)

Creating: • Imagine • Plan, Make • Evaluate, Refine

Performing: • Rehearse, Evaluate, Refine • Select, Analyze, Interpret • Present

Responding: • Select, Analyze • Evaluate • Interpret

Connecting: • Interconnect

Unit 1: Vocal Technique -

Make, Evaluate, Refine, Rehearse

Unit 2: Musical Literacy

Unit 3: Performance

Rehearse, refine, interpret, present, Interconnect

Unit 4: Exploration & Reflection

Imagine, plan, select, Analyze, Evaluate, Interpret, Interconnect

Unit #	Title of Unit	Approximate # of teaching days
1	Instrumental Technique	30
2	Music Literacy	60
3	Performance	60
4	Exploration & Reflection	30