



Visual and Performing Arts - Music
Grades 9 - 12
Percussion Ensemble

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies,
and materials as per an individual student's Individualized Educational
Plan (IEP)*

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Visual and Performing Arts - Music 9-12 Percussion Ensemble
Unit Plan Title:	Basic/Intermediate Technique (Unit 1)
Time Frame	20 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJSLS Visual and Performing Arts

- Music Composition and Theory (Standard 1.3B)
 - Anchor Standards 1, 2, 4
- Music Ensembles (Standard 1.3C)
 - Anchor Standards 3, 4, 5, 6
- Music Harmonizing Instruments (Standard 1.3D)
 - Anchor Standards 2, 4, 7

NJSLS Career Readiness, Life Literacies, and Key Skills

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)
- Creativity and Innovation
- Technology Literacy
- Anchor Standards for Speaking and Listening

Unit Summary

Percussion ensemble provides an opportunity for student musicians to develop technical and expressive skills. Students will develop techniques of performance, notation reading, listening skills, dynamic contrast and control, tone quality and tempo control using a variety of percussion instruments and musical styles.

Standard Number(s)

2020 New Jersey Student Learning Standards – Visual and Performing Arts

- 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.
- 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.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through 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.

- 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.
- 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.
- 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- 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.
- 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12adv.Re7a: Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
- 1.3D.12adv.Re7b: Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
- 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.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g. 8.2.2.ED.1).

New Jersey Student Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Question(s)

- How does proper playing technique contribute to quality sound production?
- What role does my instrument play within the ensemble?
- How does my individual participation benefit the whole ensemble?
- How does self-discipline contribute to advanced level and higher quality performances?

Enduring Understandings

- Participating in an ensemble builds a sense of community.
- Playing an instrument fosters responsibility.
- Musicianship is developed through listening to and analyzing music.
- Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)

- Demonstrate proper posture.
- Demonstrate the ability to count, clap, and play rhythms.
- Demonstrate the ability to play the correct dynamics with good tone.
- Demonstrate the ability to play in an ensemble setting with correct balance and blend and demonstrate the ability to follow a conductor with multiple tempo changes.

Assessments (Pre, formative, summative, other) Denote required common assessments with an *

Formative
Performance tests
Summative
Final test

Teaching and Learning Activities

Activities

- Teacher demonstrations
- Teacher modeling.
- Listening to recordings to understand performance style.
- Individual student performance.

Differentiation Strategies

- Music will be selected in accordance to student playing level and experience.
- Exercises will be selected to address individual student needs.

Resources

- • iPod
- • Recordings
- • Piano
- Textbooks; Modern School for Snare Drum, Modern School for Xylophone, Marimba and Vibraphone and Modern School for Timpani.

Wayne School District Curriculum Format

Content Area/ Grade Level/ Course:	Visual and Performing Arts - Music 9-12 Percussion Ensemble
Unit Plan Title:	Intermediate/Advanced Technique (Unit 2)
Time Frame	20 Weeks

Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10

NJSLS Visual and Performing Arts

- Music Composition and Theory (Standard 1.3B)
 - Anchor Standards 1, 2, 4
- Music Ensembles (Standard 1.3C)
 - Anchor Standards 3, 4, 5, 6
- Music Harmonizing Instruments (Standard 1.3D)
 - Anchor Standards 2, 4, 7

NJSLS Career Readiness, Life Literacies, and Key Skills

- Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
- Life Literacies and Key Skills (Standard 9.4)
- Creativity and Innovation
- Technology Literacy
- Anchor Standards for Speaking and Listening

Unit Summary

Percussion ensemble provides an opportunity for student musicians to develop technical and expressive skills. Students will develop techniques of performance, notation reading, listening skills, dynamic contrast and control, tone quality and tempo control using a variety of percussion instruments and musical styles.

Standard Number(s)

2020 New Jersey Student Learning Standards – Visual and Performing Arts

- 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.
- 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.
- 1.3C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through 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.
- 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.
- 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.

- 1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- 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.
- 1.3D.12adv.Cr3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- 1.3D.12acc.Pr4a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles.
- 1.3D.12acc.Pr4c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 1.3D.12adv.Re7a: Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods.
- 1.3D.12adv.Re7b: Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
- 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.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g. 8.2.2.ED.1).

New Jersey Student Learning Standards for English Language Arts

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

•
Enduring Understandings
<ul style="list-style-type: none"> • Participating in an ensemble builds a sense of community. • Playing an instrument fosters responsibility. • Advanced musicianship is developed through listening to and analyzing music. • Playing an instrument is a fundamental and universal form of expression that requires active listening skills and physical production.

		Indicate whether these skills are E - Encouraged, T - Taught, or A - Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
X	Global Awareness	E	Creativity and Innovation
	Environmental Literacy	E	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	E	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/students will understand)
--

- Demonstrate proper posture.
- Demonstrate the ability to count, clap, and play rhythms.
- Demonstrate the ability to play the correct dynamics with good tone.
- Demonstrate the ability to play in an ensemble setting with correct balance and blend and demonstrate the ability to follow a conductor with multiple tempo changes.

Assessments (Pre, formative, summative, other) Denote required common assessments with an *

- Formative
- Performance tests
- Summative
- Final test

Teaching and Learning Activities

Activities	<ul style="list-style-type: none"> • Teacher demonstrations • Teacher modeling. • Listening to recordings to understand performance style. • Individual student performance.
Differentiation Strategies	<ul style="list-style-type: none"> • Music will be selected in accordance to student playing level and experience. • Exercises will be selected to address individual student

needs.

Resources

- • iPod
- • Recordings
- • Piano
- Textbooks; Modern School for Snare Drum, Modern School for Xylophone, Marimba and Vibraphone and Modern School for Timpani.