

Wayne Township Public Schools
Grades 7-8
Instrumental Music Curriculum Guide

Content Area/ Grade Level/ Course:	Music 7-8 Band
Unit Plan Title:	Unit 1: Creating
Time Frame	September to November

Content Standards

1.3A Music Standards by the End Of Grade 8

Anchor Standard 1: Generating and Conceptualizing Ideas:

- 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and Developing Ideas:

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and Completing Products:

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent

1.3B Music Composition and Theory Standards

Anchor Standards 1: Generating and Conceptualizing Ideas:

- **Accomplished**
 - 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- **Advanced**
 - 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.

Anchor Standard 2: Organizing and Developing Ideas:

- **Accomplished**
 - 1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines
 - 1.3B.12acc.Cr2b: Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary).
- **Advanced**

- 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
- 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Anchor Standard 3: Refining and Completing Products:

- **Accomplished**

- 1.3B.12acc.Cr3a: Identify, describe and apply selected teacher-provided or personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- 1.3B.12acc.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

- **Advanced**

- 1.3B.12adv.Cr3a: Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
- 1.3B.12adv.Cr3b: Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.

1.3C Music Ensemble Standards

Anchor Standard 1: Generating and Conceptualizing Ideas:

- **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 or cultures studied in rehearsal.

- **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.

Anchor Standard 2: Organizing and Developing Ideas:

- **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.

Anchor Standard 3: Refining and Completing Products:

- **Proficient**

- 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.

- **Accomplished**

- 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**

- 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.

1.3D Music Harmonizing Instruments Standards

Anchor Standard 1: Generating and Conceptualizing Ideas:

- **Proficient**

- 1.3D.12prof.Cr1a: Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).

- **Accomplished**

- 1.3D.12acc.Cr1a: Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.

- **Advanced**

- 1.3D.12adv.Cr1a: Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies

Anchor Standard 2: Organizing and Developing Ideas:

- **Proficient**

- 1.3D.12prof.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).

- **Accomplished**

- 1.3D.12acc.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.

- **Advanced**

- 1.3D.12adv.Cr2a: Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.

Anchor Standard 3: Refining and Completing Products:

- **Proficient**

- 1.3D.12prof.Cr3a: Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 1.3D.12prof.Cr3b: Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

- **Accomplished**

- 1.3D.12acc.Cr3a: Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
- 1.3D.12acc.Cr3b: Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.
- **Advanced**
 - 1.3D.12adv.Cr3a: Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.
 - 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.

Interdisciplinary Standards

Career Readiness:

Career Awareness and Planning

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Global and Cultural Awareness

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Technology Literacy

- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

21st Century Skills:

- 9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.3.12.AR-PRF.4 - Demonstrate Knowledge of music theory.
- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR-PRF.3 : Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

Technology Standards:

- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

**Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards
Grades 6-8**

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. 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.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Summary

- **Students will learn a basic understanding of the fundamentals of music theory and performance through various method book exercises, band repertoire, rehearsals, and select activities.**

Essential Question(s)

- *How do musicians generate creative ideas?*
- *How do musicians make creative decisions?*
- *How do musicians improve the quality of their creative work?*
- *How do we use a rehearsal process to prepare a song for performance in front of an audience?*
- *How does understanding key signatures help us construct scales and perform music?*
- *Can you have rhythm without beat?*
- *How is meter used to organize sound?*
- *How can you evaluate an instrument's tone quality?*
- *Is it possible to change your tone while playing your instrument?*

Enduring Understandings

- *The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.*
- *Musicians' creative choices are influenced by their expertise, context and expressive intent.*
- *Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.*
- *Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.*
- *Knowledge of the fundamentals and different elements of music are essential in learning to play an instrument.*

- Proper rehearsal techniques and practice methods lead to successful performances.
- Major and minor scales are the fundamental building blocks for all tonal music.
- Producing a series of sounds of repeated or varied duration creates rhythm around a steady beat.
- The recurring patterns of strong versus weak pulses organize sound into simple and compound meters.
- Good tone quality is created by correct performance technique.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply.
21st Century Themes

Check all that apply.
21st Century Skills

<input type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

Students will be able to

- Demonstrate proper rehearsal procedures and performance techniques.
- Demonstrate grade level appropriate performance and understanding of various meter, time signatures, and key signatures.
- Identify and demonstrate proper tone production and the techniques necessary for producing a proper tone.
- Demonstrate an understanding of key relationships and key function appropriate to grade level.
- Perform repertoire with notated endings and repeats
- Perform selections on sight using prior knowledge of music fundamentals
- Properly assemble and maintain their instrument and supplies

Teaching and Learning Activities

Suggested Activities:

- Provide multiple examples of good tone production through modeling and listening
- Provide opportunities for individual and ensemble practice and performance with support
- Play and/or analyze compositions containing progressively complex notations and rhythms
- Use specific vocabulary related to theory and performance techniques
- Arrange for a visit from or communication with a composer/music educator to discuss a day in the work life (9.1.8.A.2)
- Have students work in groups on a quartet, having one student manage the group (9.2.8.B.3)

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Performance Tasks & Other Evidence:

- **Formative:**
 - Participation: Daily performance, class preparedness, daily attendance
 - Lessons: Preparedness, evidence of practice, attendance, and performance.
- **Benchmark:** Students will be assessed on scale performance throughout the year to determine growth in this area
- **Summative:** Performance and written theory assessment
- **Alternative:** Oral/written assessment of musical knowledge or individual performance

Differentiation Strategies	Differentiation Strategies for Special Education Students: Music Differentiation Strategies for 504 Students: Music Differentiation Strategies for G&T Students: Music Differentiation Strategies for At Risk Students: Music Differentiation Strategies for ELL Students: Music
Resources	
<ul style="list-style-type: none"> ● Musical instruments for a formal band setting ● Lesson books ● Musical repertoire ● Audio/Visual system for playing, listening, and watching musical performances. ● White board and supplies for instruction 	

Wayne Township Public Schools
Grades 7-8 Unit 2
Instrumental Music Curriculum Guide

Content Area/ Grade Level/ Course:	Music 7-8 Band
Unit Plan Title:	Unit 2: Performing
Time Frame	November to February

Content Standards

1.3A Music Standards by the End Of Grade 8

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work:

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed To Create Products:

- 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying Meaning Through Art:

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

1.3B Music Composition and Theory Standards

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work:

- **Accomplished**
 - 1.3B.12acc.Pr4a: Identify and select specific passages, sections or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (e.g., binary, ternary, rondo) or moderately complex forms.
 - 1.3B.12acc.Pr4b: Analyze how the elements of music (including form) of selected works relate to the style, function and context, and explain the implications for rehearsal and performance.
 - 1.3B.12acc.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creator's intent.
- **Advanced**
 - 1.3B.12adv.Pr4a: Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
 - 1.3B.12adv.Pr4b: Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
 - 1.3B.12adv.Pr4c: Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed To Create Products:

- **Accomplished**
 - 1.3B.12acc.Pr5a: Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.
 - 1.3B.12acc.Pr5b: Using established criteria and feedback, identify the ways in which performances convey the formal design, style and historical/cultural context of the works.
 - 1.3B.12acc.Pr5c: Identify and implement strategies for improving the technical and expressive aspects of varied works.
- **Advanced**
 - 1.3B.12adv.Pr5a: Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.
 - 1.3B.12adv.Pr5b: Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style and historical/cultural context of the works.
 - 1.3B.12adv.Pr5c: Identify, compare and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Anchor Standard 6: Conveying Meaning through Art:

- **Accomplished**

- 1.3B.12acc.Pr6a: Share live or recorded performances of works (both personal and others') and explain how the elements of music and compositional techniques are used to convey intent.
- 1.3B.12acc.Pr6b: Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

- **Advanced**

- 1.3B.12adv.Pr6a: Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
- 1.3B.12adv.Pr6b: Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

1.3C Music Ensembles Standards

Anchor Standard 4: Selecting, Analyzing and Interpreting Work:

- **Proficient**

- 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.

- **Accomplished**

- 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 connect with the audience.

- **Advanced**

- 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 of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed To Create Products:

- **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.

Anchor Standard 6: Conveying Meaning through Art:

- **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.

1.3D Music Harmonizing Instruments Standards

Anchor Standard 4: Selecting, Analyzing, and Interpreting Work:

- **Proficient**

- 1.3D.12prof.Pr4a: Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 1.3D.12prof.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 patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 1.3D.12prof.Pr4c: Demonstrate and describe 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 patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).

- **Accomplished**

- 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.

- **Advanced**

- 1.3D.12adv.Pr4a: Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- 1.3D.12adv.Pr4b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- 1.3D.12adv.Pr4c: Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Anchor Standard 5: Developing and Refining Techniques and Models or Steps Needed To Create Products:

- **Proficient**

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

- **Accomplished**

- 1.3D.12acc.Pr5a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.

- **Advanced**

- 1.3D.12adv.Pr5a: Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying Meaning through Art:

- **Proficient**

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

- **Accomplished**

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

- **Advanced**

- 1.3D.12adv.Pr6a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

Interdisciplinary Standards

Technology Standards:

- **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:**
All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
 - **C. Design:** The design process is a systematic approach to solving problems.
 - **8.2.8.C.1** Explain how different teams/groups can contribute to the overall design of a product.

Career Readiness:

Career Awareness and Planning

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Global and Cultural Awareness

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Technology Literacy

- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

21st Century Skills:

- 9.3.12.AR-PRF.3 - Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR-PRF.4: Demonstrate knowledge of music theory.

Cross Curricular:

- Science: MS-PS4 Waves and their Applications in Technologies for information transfer:
 - PS4.A - Wave Properties: A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standard for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standard for Writing

Range of Writing

NJSLSA.W10. 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.

Progress Indicator for Writing History, Science, and Technical Subjects

Range of Writing

- WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Summary

- **Through musical selection and exercises students will learn effective individual and ensemble performance technique. Students will learn grade level appropriate techniques as per scope and sequence.**

Essential Question(s)

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- How do dynamic changes affect phrasing and expression?
- Is there a relationship between breathing and phrasing?
- Why is it essential for a performer to use strong breath support?
- Why must an instrumentalist tune their instrument?
- What are some environmental factors that will affect the tuning of an instrument?
- How does proper posture and manipulation of the body create good tone production?
- How do you demonstrate your understanding of the fundamentals of music through performance?
- How do different articulation symbols enhance a performance?

Enduring Understandings

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.
- Understanding and correct performance of dynamic levels affect expression.
- Increase awareness of poor posture and inadequate breath support and how it affects sound production
- Proper breath support leads to a more refined tone quality and affects musical expression.
- Increase awareness of the importance of warming up your instrument and how it relates to the quality of your tone production.
- Increase awareness of the importance of tuning the instrument.
- Good tone quality and intonation is created by correct technique and improved through the process of beatless tuning.
- Increase awareness of different articulation symbols, and demonstrate the ability to execute those symbols correctly.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21 st Century Themes		<i>Check all that apply.</i> 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

Students will be able to:

- Demonstrate an understanding of dynamic symbols through performance appropriate with grade level.
- Understand and identify musical phrases and incorporate those understanding into repertoire performance.
- Implement and practice proper breath control and breathing techniques and exercises.
- Identify good intonation and demonstrate the techniques needed to accurately perform in tune.
- Learn efficient ways to tune their instrument with and without a tuner.
- Discover environmental factors that will affect the tuning of an instrument.
- Understand and perform individual and ensemble technique exercises according to grade level.
- Understand and perform articulation symbols and patterns according to grade level.
- Perform repertoire as an individual and as part of an ensemble

Teaching and Learning Activities

- Provide multiple examples of appropriate intonation
- Daily Performance begins with warm-up activities including long tones, lip slurs, scales, use of text and rhythmic analysis
- Rehearsal and performance of level appropriate literature
- Individual, sectional and full ensemble rehearsal
- Viewing, listening and analysis of professional performances
- Demonstrate tuning instrument in different settings
- Manipulate bodies into different postures to differentiate between proper and improper breathing techniques
- Increasing skill level through working individually and in groups
- Address performance techniques related to dynamics and articulation through performance and listening
- Teach students about their individual role in a section and how that section contributes to the overall blend and balance of the full ensemble (8.2.8.C.1)
- Discussion with students about the tone produced by specific instruments and techniques used to produce the desired tone (MS-PS4.A)

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Performance Tasks & Other Evidence:

- **Formative:**
 - Participation: Daily performance, class preparedness, daily attendance
 - Lessons: Preparedness, evidence of practice, attendance, and performance.
- **Benchmark:** Students will be assessed on scale performance throughout the year to determine growth in this area
- **Summative:** Performance and written theory assessment

- **Alternative:** Oral/written assessment of musical knowledge or individual performance

Differentiation Strategies

- [Differentiation Strategies for Special Education Students: Music](#)
- [Differentiation Strategies for 504 Students: Music](#)
- [Differentiation Strategies for G&T Students: Music](#)
- [Differentiation Strategies for At Risk Students: Music](#)
- [Differentiation Strategies for ELL Students: Music](#)

Resources

- Musical instruments for a formal band setting
- Lesson books
- Musical repertoire
- Audio / Visual system for playing and watching musical performances
- White board and supplies for instruction

**Wayne Township Public Schools
Grades 7-8 Unit 3
Instrumental Music Curriculum Guide**

Content Area/ Grade Level/ Course:	Music 7-8 Band
Unit Plan Title:	Unit 3: Responding
Time Frame	February to April

Content Standards

1.3A Music Standards by the End of Grade 8

Anchor Standard 7: Perceiving and Analyzing Products:

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying Criteria to Evaluate Products:

- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting Intent and Meaning:

- 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3B Music Composition and Theory Standards

Anchor Standard 7: Perceiving and Analyzing Products:

- **Accomplished**

- 1.3B.12acc.Re7a: Apply teacher-provided or personally developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.
- 1.3B.12acc.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
- **Advanced**
 - 1.3B.12adv.Re7a: Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
 - 1.3B.12adv.Re7b: Analyze aurally and by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.

Anchor Standard 8: Applying Criteria to Evaluate Products:

- **Accomplished**
 - 1.3B.12acc.Re8a: Develop and support interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
- **Advanced**
 - 1.3B.12adv.Re8a: Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.

Anchor Standard 9: Interpreting Intent and Meaning:

- **Accomplished**
 - 1.3B.12acc.Re9a: Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.
 - 1.3B.12acc.Re9b: Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
- **Advanced**
 - 1.3B.12adv.Re9a: Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
 - 1.3B.12adv.Re9b: Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

1.3C Music Ensembles Standards

Anchor Standard 7: Perceiving and Analyzing Products:

- **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.

Anchor Standard 8: Applying Criteria to Evaluate Products:

- **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.

- **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.

- **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.

Anchor Standard 9: Interpreting Intent and Meaning:

- **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.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

1.3D Music Harmonizing Instruments Standards

Anchor Standard 7: Perceiving and Analyzing Products:

- **Proficient**

- 1.3D.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
- 1.3D.12prof.Re7b: Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening. Accomplished
- 1.3D.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
- 1.3D.12acc.Re7b: Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

- **Advanced**

- 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.

Anchor Standard 8: Applying Criteria to Evaluate Products:

- **Proficient**
 - 1.3D.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources.
- **Accomplished**
 - 1.3D.12acc.Re8a: Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.
- **Advanced**
 - 1.3D.12adv.Re8a: Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms

Anchor Standard 9: Interpreting Intent and Meaning:

- **Proficient**
 - 1.3D.12prof.Re9a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.
- **Accomplished**
 - 1.3D.12acc.Re9a: Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.
- **Advanced**
 - 1.3D.12adv.Re9a: Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.

Interdisciplinary Standards

Career Readiness:

Career Awareness and Planning

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Global and Cultural Awareness

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Technology Literacy

- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Cross Curricular:

- Social Studies: 6.2.12.D.2.a - Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

21st Century Skills:

- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR-PRF.3 : Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.4: Demonstrate knowledge of music theory.

Unit Summary

- Through musical selections and exercises students will learn global, cultural, listening, technical, emotional and musical skills. This will build an appreciation for various forms of music, people, and cultures.

Essential Question(s)

- Why do different compositions elicit different emotions and responses?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical work(s) and performance(s)?
- How do we discern the musical creators' and performers' expressive intent?
- How do you communicate through the performance of music?
- How do different cultural influences affect musical composition and performance?
- How can the student develop the knowledge and skills that will strengthen his or her instrumental music awareness?
- How is personal preference for music developed?
- What determines a style of music?
- Why should we respect music if we don't like the way it sounds?
- Is there good and bad music?
- How does music elicit emotion?

Enduring Understandings

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Music is a reflection of culture and the time period in which it was created.
- Music interpreted by one individual may differ from another based on several factors including experience and knowledge.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- An understanding of the elements and principles of music is essential to the creative process and musical production.
- Elements of music are combined to create different styles and effects.
- Different instruments performing the same music will sound different based on the timbre of the instrument.
- Aesthetic knowledge stimulates judgment and imagination, empowering students to interpret, appreciate and extract meaning from the arts.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Check all that apply. 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

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

Students will be able to:

- Develop an aesthetic appreciation of various genres of music through listening and performance.
- Describe the characteristics between music from different time periods and styles.
- Identify individual characteristics of specific performers through various listening examples.
- Develop individual preferences to the music studied in class through various listening examples.
- Discuss the development of music and how it has led to music today.
- Pinpoint different musical aspects that are pleasing and not pleasing to students' ears.

Teaching and Learning Activities

- Support background context of repertoire
- Discussion of compositional aesthetics, knowledge and skills
- Viewing, listening and analysis of professional performances
- Analysis of musical genre
- Listening to various recordings of artists performing different styles and genres of music
- Listening to and describing the many characteristics among styles of music
- Discussing and describing music preference through individual listening techniques
- Facilitate a discussion with students about literature chosen for concert, history of composer, life during that time period (6.2.12.D.2.a)
- Students will research a composer of their choice and create a multimedia presentation (8.1.8.E.1)

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Performance Tasks & Other Evidence:

- **Formative:**
 - Participation: Daily performance, class preparedness, daily attendance
 - Listening and discussion of musical styles, genres, and professional performances
- **Benchmark:** Students will be assessed on scale performance throughout the year to determine growth in this area
- **Summative:** Performance and written self-assessment of performance
- **Alternative:** Oral/written assessment of musical performance

Differentiation Strategies

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At-Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

- Musical instruments for a formal band setting
- Lesson books

- Musical repertoire
- Audio / Visual system for playing and watching musical performances.
- White board and supplies for instruction.

Wayne Township Public Schools
Grades 7-8 Unit 4
Instrumental Music Curriculum Guide

Content Area/ Grade Level/ Course:	Music 7-8 Band
Unit Plan Title:	Unit 4: Connecting
Time Frame	April to June

Content Standards

1.3A Music Standards by the End of Grade 8

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products:

- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating Artistic Ideas and Works Within Societal, Cultural, and Historical Contexts To Deepen Understanding:

- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3B Music Composition and Theory Standards

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

- **Accomplished**
 - 1.3B.12acc.Cn10a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Advanced**
 - 1.3B.12adv.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating Artistic Ideas and Works Within Societal, Cultural, and Historical Contexts To Deepen Understanding:

- **Accomplished**
 - 1.3B.12acc.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **Advanced**
 - 1.3B.12adv.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1.3C Music Ensembles Standards

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

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

- **Accomplished**

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

- **Advanced**

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

Anchor Standard 11: Relating Artistic Ideas and Works Within Societal, Cultural, and Historical Contexts To Deepen Understanding:

- **Proficient**

- 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- **Accomplished**

- 1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- **Advanced**

- 1.3B.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.

1.3D Music Harmonizing Instruments Standards

Anchor Standard 10: Synthesizing and Relating Knowledge and Personal Experiences to Create Products

- **Proficient**

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

- **Accomplished**

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

- **Advanced**

- 1.3B.12adv.C1a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music.

Anchor Standard 11: Relating Artistic Ideas and Works Within Societal, Cultural, and Historical Contexts To Deepen Understanding:

- **Proficient**

- 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- **Accomplished**

- 1.3B.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

- **Advanced**

- 1.3B.12adv.C1a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

Interdisciplinary Standards

21st Century Skill:

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success
- 9.3.12.AR-PRF.3 - Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
- 9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
- 9.3.12.AR PRF.4: Demonstrate knowledge of music theory.

Career Readiness:

Career Awareness and Planning

- An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
- Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
- Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Creativity and Innovation

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-solving

- Multiple solutions exist to solve a problem.
- An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Global and Cultural Awareness

- Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Technology Literacy

- Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

Cross Curricular:

- Social Studies: 6.2.8.D.1.b - Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- Social Studies: 6.2.12.D.2.a - Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.

Unit Summary

- Through musical selections and exercises students will gain a basic understanding of compositional construction and practice, form, and improvisation.

Essential Question(s)

- How do musicians make meaningful connections to creating, performing and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
- What criteria can be used to evaluate the quality of a music performance or composition??
- What inspires someone to create a piece of music?
- What skills are needed for improvisation?
- What skills are needed to sight read successfully?
- What needs to be considered when composing?
- How do different cultural influences affect musical composition and performance?
- How does tonal construction and form affect the composition of the musical selection?

Enduring Understandings

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.
- Creating and performing music are forms of self expression.
- Different musical elements create excitement and variety in musical compositions.
- Identify what elements contribute to the effectiveness and quality of a musical performance or composition.

- Everyone can perform, create, and respond to music in meaningful ways.
- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed opinions.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
x	Global Awareness	x	Creativity and Innovation
	Environmental Literacy	x	Critical Thinking and Problem Solving
	Health Literacy	x	Communication
	Civic Literacy	x	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

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

Students will be able to:

- Create a musical melody using correct improvisational techniques
- Articulate the impact of historical events on musical composition and performance
- Notate grade level appropriate compositional techniques.
- Demonstrate an understanding of grade level appropriate musical navigation

Teaching and Learning Activities

- Offer flexible opportunities for demonstrating skill (Students have the opportunity to write their own songs and melodic dictation exercises to fit their ability level)
- Analysis of musical genre and time periods
- Provide performance opportunities of repertoire in different compositional formats, key signatures and meters
- Facilitate a discussion with students about the development of culture during classical period; comparison to current pop culture (6.2.8.D.1.b, 6.2.12.D.2.a)
- Research a career in visual and performing arts and the attributes of success in the given career (9.2.8.B.1)
- Research and analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Performance Tasks & Other Evidence:

- **Formative:**
 - Participation: Daily performance, class preparedness, daily attendance
 - Listening and discussion of musical styles, genres, and professional performances
- **Benchmark:** Students will be assessed on scale performance throughout the year to determine growth in this area
- **Summative:** Performance and written self-assessment of performance
- **Alternative:** Oral/written assessment of musical performance

Differentiation Strategies

[Differentiation Strategies for Special Education Students: Music](#)
[Differentiation Strategies for 504 Students: Music](#)
[Differentiation Strategies for G&T Students: Music](#)
[Differentiation Strategies for At Risk Students: Music](#)
[Differentiation Strategies for ELL Students: Music](#)

Resources

- Musical instruments for a formal band setting
- Lesson books
- Musical repertoire
- Audio / Visual system for playing, listening, and watching musical performances.
- White board and supplies for instruction.