



Totowa Public Schools

Music Instrumental

Grade 6-8

Aligned to NJSLS 2020 Standards

BOE Adopted: 8/31/2022

Revised 12/14/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Musicianship: Tone, Intonation, Music Literacy, and Ensemble	36 Weeks	
		Curricular Mandate List

Unit Title	Musicianship: Tone, Intonation, Music Literacy, and Ensemble
Unit Duration	36 Weeks
Unit Summary & Rationale	<p>Students in Senior Band will concentrate on the refinement of tone center, intonation and blending skills (ensemble). The primary evaluation tool will be that of a mature performance. Priority will be placed on the incorporation of each instrument's full range and the student's ability to control the instrument throughout the range of the instrument. The difficulty level of the music will be chosen to challenge the band to its fullest. A wide variety of styles will be included in the performance in order to exercise the students' wide array of skills.</p> <p>Each student will receive one rotating grouped lesson per week as well as 2 full band rehearsals during the lunch block. Lesson time will be spent on ensemble playing. A lesson book material will be used as well as various concert pieces chosen by the instructor in order to achieve the goals of this level. Students at this level will begin to incorporate the use of technology utilizing tools such as a metronome and electronic tuner to facilitate rhythm/intonation.</p> <p>Throughout history people have played instruments as accompaniment for communication and as an important means of personal expression. Instrumental music thus has a unique history and a body of quality literature written for particular instruments or groups of instruments. Like singing, the students' ability to perform on an instrument opens the door to personal fulfillment and expression as well as to valuable activities in the school and community.</p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • What are some good practice techniques? • How do I improve my playing technique? • How often should I practice? • What is intonation? • How does steady beat and pulse control (on an individual and ensemble level) help musical growth? • How is rhythm reading fluency essential to proper performance? • How is subdivision applied to counting and rhythm reading for more correct rhythmic execution? • How does tempo and meter relate to conducting patterns and gestures?

- What is a high quality characteristic tone?
- How is the use of a tuner vital to a musician's development?
- How does proper breath support (percussion: body carriage/stick control) relate to tone production and intonation?
- How does proper embouchure relate to the production of high quality characteristic tone in the performance of wind instruments?
- How does blend and balance affect performance?
- How does the performance of scales improve the accuracy of performance?
- How does posture and breathing affect performance?
- How does hand and finger placement on instruments affect facility?
- How does the identification and accurate performance of varied articulations affect performance?
- In what ways can consistent technical accuracy contribute to more expressive performance?
- How does the correct execution of articulations, dynamics, phrasing, and tempo aid in expression?
- How can discourse within an ensemble rehearsal aid in awareness and improvement of student performance?
- How do musical elements, including form, apply to performance?
- How can students critically evaluate their own performance?
- How do balance and blend affect overall performance?
- In what ways is music a form of expression?
- How can music be used to express ideas and emotions?
- In what ways can understanding the time period, and culture about a composer impact the performer's understanding and ability to express the music?
- How does understanding music terminology directly affect performance?
- Why are scales and chords an essential component of musical vocabulary?
- How can discourse within an ensemble rehearsal aid in awareness and progress of student performance?
- How are musical genres defined?
- How can a person benefit from experiencing a wide variety of musical styles and genres?

	<ul style="list-style-type: none"> • How does knowing where a piece of music came from affect the performance of that music? • Career Exploration – Students will examine careers in the music industry including careers which require music knowledge and training.
Enduring Understandings	<ul style="list-style-type: none"> • The performance and reaction of music is a collaborative and cumulative process. Musicians speaking the same language, gather to create and perform music. Each period of music has a distinct sound and cultural impact. Each person’s cultural background influences, all facets of creating music, from the rhythm and key signatures to the selection of instruments.
Learning Outcomes	<ul style="list-style-type: none"> • Develop and refine the techniques needed in a performing ensemble • Have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • Understand a variety of contrasting styles and forms of music • Gain self motivation and self discipline through working in an ensemble • Improve sight reading abilities • Develop a sense of cooperation and sharing through ensemble performance • Learn the rehearsal techniques necessary for instrumental performance • Improve instrumental technique • Play with proper tone, intonation and balance • Play both solo and as a member of the ensemble • Maintain a positive self image and concern and respect for others • Perform with a steady beat individually and within an ensemble. • Perform musical passages with rhythmic accuracy with and without a metronome. • Demonstrate a proficiency in the correct performance of rhythms at varied tempo. • Sight read with growing rhythmic pattern accuracy. • Execute given rhythms through oral and tactile performance while maintaining internal subdivision. • Discern appropriate metric interpretation based on the character of the music. • Identify tempo control through use of metronome and rehearsal experience. • Discuss the mathematical correlation of rhythm and meter. • Expand their vocabulary of rhythms and rhythmic patterns.

- Follow the conductor's patterns and gestures are directly related to tempo and meter.
- Understand that meter is the way in which musicians interpret groups of rhythms and is often felt rather than counted.
- Tune their instruments using a tuner and aural skills with the aid of a teacher or section leader.
- Recognize that consistent breath, support, posture, and playing position are essential for achievement of good tone production.
- Produce mature tone quality, which is not yet consistent.
- Match pitch and timbre with section and ensemble with the aid of a teacher or section leader.
- Vocalize unison pitches, intervals and chorales during ensemble rehearsal.
- Manipulate instruments for more accurate intonation with the aid of a teacher or section leader.
- Perform scales/rudiments with correct pitches and fingerings
- Demonstrate proper posture while playing.
- Development of consistent breathing technique and breath capacity.
- Demonstrate proper hand placement while playing.
- Perform varied articulations within different musical styles.
- Transfer skills acquired from technical studies to ensemble literature.
- Evaluate performance individually and collectively using music terminology.
- Perform within their section and ensemble working to achieve balance and blend.
- Utilize proper breath support to execute connections between musical phrases with growing consistency.
- Recognize musical elements within the repertoire.
- Explain and demonstrate how articulations are related to style.
- Define musical terms and apply in performance.
- Identify and interpret symbols, stylistic elements, terminology and apply in performance.
- Recognize learned genres within the repertoire.
- Identify learned tonal centers, key signatures, scales and chords.

- Bring elements from their family’s cultural heritage into the performance of their music.
- Share information about their family’s culture through its traditional music genres.

Assessment Evidence	
Formative	Class discussions, in-class activities, written critique, teacher observation, written classwork, group performance, individual performance., Listen to students sing (oral performance), Individual student assessment by singing and playing, sectional evaluations. Student evaluations based on a performance rubric.
Summative	Tests, Quizzes, Projects, Formal Performances, Written Tests. Summative assessment should provide overall evidence about student learning. Participation at concerts and related events. Sectional evaluations. Assessments could include concluding projects, performances, discussion, and demonstrations that verify the knowledge and skills learned. Student evaluations based on a performance rubric.
Alternative and Benchmark	<p>Alternative - Oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated assessments</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources and Equipment	Interactive SmartBoard iPads/iPods CD and CD Player Percussion/Classroom Instruments Pianos Sheet Music /Music Score Computers Garage Band Chrome Music Lab Music Today Everyday Musicplay

Kodaly
Making Music
www.youtube.com
Apple Music
classicforkids.com
Metrolyrics.com
www.musictheory.net
www.classicsforkids.com
www.blanksheetmusic.net
Finale Notation Software
Electronic Midi Keyboard
[Approved Class Resource List](#)

Content & Interdisciplinary Standards

NJ 2020 SLS: Visual & Performing Art

- 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).
- 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.
- 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.
- 1.3A.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.Pr4d: 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).
- 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
- 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.
- 1.3A.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. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.
- 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.
- 1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Visual and Performing Art Practices

The practices reflect the steps that artists undergo in the process of creating, performing, responding and connecting to works of art (i.e., the artistic processes). To become artistically literate, it is essential that students are provided with the type of learning experiences that will enable them to engage in these practices as part of their art making processes.

Visual and Performing Art

- Creating
- Performing

- Responding
- Connecting

NJ: 2016 SLS: English Language Arts

- RST.6.8-4: 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 relevant to grades 6-8 texts and topics.
- RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.1. Engage effectively in a range of collaborative discussions (One-On-One, In Groups, And Teacher-Led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations

- 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

- 8.2.8.ITH.2: Compare how technologies have influenced society over time

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Interdisciplinary/21st Century Connections

Connections and Skills	<ul style="list-style-type: none"> • Global and Cultural Awareness • Information and Media Literacy • Civic and Financial Responsibility • Creativity and Innovation • Collaboration and Teamwork
Social Studies	<ul style="list-style-type: none"> • 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
SEL	<ul style="list-style-type: none"> • Social Awareness • Relationship Skills <p style="text-align: center;">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</p>

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

Time/General	Processing	Comprehension
<ul style="list-style-type: none">• Allow extra time• Repeat and clarify directions• Provide breaks in between tasks• Have student verbalize directions• Provide timelines/due dates for reports and projects	<ul style="list-style-type: none">• Provide extra response time• Have student verbalize steps• Repeat directions• Provide small group instruction• Include partner work	<ul style="list-style-type: none">• Provide reading material on student's level• Have student underline important points• Assist student on how to use context clues to identify words/phrases• Ensure short manageable tasks
Tests/Quizzes/Grading	Behavior/Attention	Organization
<ul style="list-style-type: none">• Provide extended time• Provide study guides• Limit number of responses	<ul style="list-style-type: none">• Establish classroom rules• Write a contract with the student specifying expected behaviors• Provide preferential seating	<ul style="list-style-type: none">• Monitor the student and provide reinforcement of directions• Verify the accurateness of homework assignments

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| | <ul style="list-style-type: none">• Re-focus student as needed• Reinforce student for staying on task | <ul style="list-style-type: none">• Display a written agenda |
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ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.

- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.