

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

AUTEN ROAD INTERMEDIATE SCHOOL

MUSIC CURRICULUM

GRADE 6 ORCHESTRA

AUGUST 2019

Grade 6 Orchestra Grades 9-12 Course Overview

This full year elective performance class for students in Grade 6 is a continuation of the district-wide orchestra program which begins in 5th grade. It meets twice a week for 40 minutes providing approximately 80 minutes of instruction per week. One class period per week is devoted to group instruction in instrument-specific performance technique and one class period per week is spent in ensemble rehearsal. Because this is a performance-based class, students are expected to attend and perform in every performance scheduled for the ensemble. Above and beyond the times listed here for the classroom, there is an understanding that students will commit to additional personal practice time.

The New Jersey Core Curriculum Content Standards are addressed through the performance of orchestral literature selected specifically to develop the students' skills and understanding of music in history and culture, compositional elements, ensemble performance, individual musicianship, critique, and self-reflection.

The curriculum is aligned to the New Jersey Core Curriculum Content Standards and the National Core Arts Standards for the Visual and Performing Arts.

The interdisciplinary and experiential nature of the Arts (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators have been noted (including the NJCCCS areas of Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Technology, and 21st Century Life and Careers), along with integrations to the Common Core State Standards for English Language Arts and Mathematics.

2019 HTPS Performing Arts Curriculum Map – Grade 6 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Elements of Music and Theoretical Knowledge</p>	<p>Equivalent to 15 days of instruction through the year long course</p>	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Why is it important to understand the elements of music?</p> <p>How and why is music notated?</p> <p>How can primary counting skills increase rhythmic accuracy?</p> <p>Why is it important to identify mathematical correlations in rhythmic patterns?</p> <p>How do different time signatures change the sound and performance of music?</p> <p>How does technology assist in the</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of observing,</p>	<p>Play and count, using numbers, rhythms that include ties, eighth rests, dotted quarter, half, and eighth notes, sixteenth notes, and whole notes and rests.</p> <p>Create rhythmic variations of well-known songs.</p> <p>Aurally identify major and minor tonalities.</p> <p>Describe contour of short melodic patterns as ascending or descending</p> <p>Aurally identify whole steps and half steps</p> <p>Visually identify key signatures up to two sharps and two flats</p>	<p>Class discussion in which students are able to explore the elements of music guided by essential questions</p> <p>Online and in-class evaluation of student understandings</p> <p>Identification of the elements of music within the context of listening and reading scores and individual parts</p> <p>Critical listening assessments</p>	<p>Literacy Integration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when</p>	<p>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.</p> <p>9.3.12.AR PRF.4 Demonstrate knowledge of music theory.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

		<p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>	<p>writing and recording of music?</p> <p>How can the performance of standard notation be altered by tempo, dynamics and phrasing?</p> <p>How does articulation add to the character of a piece of music?</p>	<p>describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of</p>	<p>Identify and define musical symbols:</p> <p>fermatas piano forte mezzo-forte slurs Staccato D.C. al Fine D.S. al Fine</p>		<p>writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>World Language Integration:</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural</p>
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		<p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>			<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>global competence.</p>
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2019 HTPS Performing Arts Curriculum Map – Grade 6 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History and Culture	Equivalent to 3 days of instruction through the year long course	<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding</p>	<p>How do cultural implications impact musical organization and sound?</p> <p>How have performance practices evolved through various musical eras?</p> <p>In what ways have technological and sociological advances changed the performance and audience perception of music over time?</p> <p>How do the elements of music differ across time periods and cultures?</p> <p>How does the exposure to various cultures influence individual, emotional, and</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments</p>	<p>Compare and contrast music from different genres and time periods with respect to the elements of music, using music specific terminology.</p> <p>Relate composers to appropriate musical time period</p> <p>Describe the historical relevance of music in various cultures and time periods.</p> <p>Perform exercises and concert literature from varying cultures and time periods.</p> <p>Perform music appropriate for various cultural celebrations.</p>	<p>Student aural and written responses to teacher-directed questions.</p> <p>Listening activity where students will compare and contrast characteristics of what they hear.</p> <p>Written and/or digital research assignments and class presentations.</p> <p>Student - created program notes.</p>	<p>Literacy Integration: NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>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.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate</p>

	<p>of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on</p>	<p>kinesthetic responses to music?</p> <p>How does a composer personalize the music he or she writes?</p> <p>How does the composer represent feeling and intention in the written music?</p> <p>How do cultural and historical events impact music-making and audience response to music?</p> <p>How does a composer represent historical events when composing?</p> <p>How do musical elements help to represent or identify music from various cultures and styles?</p>	<p>regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>Relate composers to appropriate musical time period.</p> <p>Locate origins of individual pieces of music on an interactive map</p>	<p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue</p> <p>Social Studies Integration: 6.1 U.S. History: America in the World All students will acquire the knowledge</p>	<p>academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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	<p>culture and the impact of culture on the arts.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical</p>	<p>How does the language of music transcend cultures?</p> <p>How does music influence cultural celebrations?</p> <p>What do we need to know about a culture to properly perform its music?</p> <p>How has classical music contributed to music throughout history?</p>	<p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>			<p>and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible 35 world citizens in the 21st century.</p> <p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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		<p>eras by writing critical essays.</p>					<p>active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <p>Technology Integration: 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
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2019 HTPS Performing Arts Curriculum Map – Grade 6 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Individual Performance Skills	Equivalent to 34 days of instruction through the year long course	<p>.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art</p> <p>1.3.8.B.1 Perform instrumental or</p>	<p>How does good technique affect performance quality?</p> <p>How do different bowing styles affect the sound of a piece?</p> <p>How can you hear pitch problems?</p> <p>How does proper posture, bow control, and playing position contribute to creating a characteristic tone?</p> <p>How does repetition increase performance ability?</p> <p>How does personal practice benefit ensemble performance?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of</p>	<p><u>General Instrumental Skills</u> Explain the relationship between good posture and performance quality</p> <p>Perform scales and arpeggios in C major</p> <p><u>Left-Hand Technique</u> Demonstrate F-natural and C-natural fingering pattern:</p> <p>Violins / Violas: Low 2nd finger</p> <p>Cellos / Basses: 2nd finger</p> <p>Utilize independent fingering on all strings</p> <p><u>Right-Hand Technique</u></p>	<p>Individual performance assessments using teacher designed rubrics</p> <p>Visual observation of correct performance technique</p> <p>Self-assessment of individual performance technique</p>	<p>Literacy Integration: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English</p>	<p>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.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate</p>

		<p>vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and</p>	<p>Why is sight reading an important skill for musicians to acquire?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new</p>	<p>Perform slurs and hooked bowing</p> <p>Manipulate bow amount and speed to affect dynamic contrast</p> <p>Perform a crescendo and decrescendo with a controlled bow</p>		<p>capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into</p>	<p>academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>
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		the work's content or form.		<p>ideas, persistence, and the application of appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the</p>			<p>applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</p> <p>Science Integration: 5.2 Content Statement - Objects undergo different kinds of motion (translational, rotational, and vibrational).</p> <p>5.2 Content Statement - The motion of an object changes only when a net force is applied.</p> <p>Technology Integration: 8.1 Educational Technology: All students will use digital tools to access,</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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				process of performing music.			manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	
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2019 HTPS Performing Arts Curriculum Map – Grade 6 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Ensemble Performance Skills	Equivalent to 15 days of instruction through the year long course	<p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex</p>	<p>Why is active listening an important skill when playing an instrument within an ensemble?</p> <p>What makes a good performance?</p> <p>What role do individual and ensemble dynamics play in the performance of a piece of music?</p> <p>In what ways can string players tell if they are playing in tune or out of tune?</p> <p>Why is playing with accurate pitch an important skill when playing in an ensemble?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of</p>	<p>Follow basic conducting gestures related to tempo, meter, dynamics and articulation.</p> <p>Evaluate recordings of orchestral performances for elements of intonation, balance, and blend using music-specific terminology.</p> <p>Apply active listening and self-assessment skills to adjust individual intonation during an ensemble performance.</p>	<p>Live and recorded performance evaluations, based on teacher-created rubrics</p> <p>Visual and aural observation of correct performance technique</p> <p>Self-assessment of ensemble intonation, balance, blend, and expression, based on teacher-created rubrics</p>	<p>Literacy Integration: NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2. Demonstrate command of the</p>	<p>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.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p> <p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p>

		<p>standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p>	<p>What is the role of the conductor in an orchestra?</p>	<p>observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of</p>			<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to</p>
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		<p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p>		<p>appropriate criteria.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>			<p>2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement</p> <p>Technology Integration: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to</p>	<p>enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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							<p>create and communicate knowledge.</p> <p>World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
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2019 HTPS Performing Arts Curriculum Map – Grade 6 Orchestra

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Critique and Evaluation	Approx., 10 minutes per class period	<p>1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>When is a piece of music prepared enough to be “performance ready”?</p> <p>Why is using the proper vocabulary when critiquing essential to successful progress?</p> <p>How does critique affect the development of an ensemble as it pertains to the individuals who make up the ensemble?</p> <p>What is the importance of self-evaluation as it pertains to a performance?</p> <p>Why are critics essential in the development and progress of the music industry?</p>	<p>Music changes over time due to cultural shifts, events in world history, and technological advances.</p> <p>There are many different reasons why music is written and performed, including communication, emotional expression, storytelling and the commemoration of a person or event.</p> <p>Through the study of the arts, people learn to make informed critical judgments and learn to respect one’s own expression and those of others.</p> <p>The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of musical works.</p> <p>Every individual contributes to the</p>	<p>Aurally identify pitch mistakes in recorded music or live performances</p> <p>Model constructive criticism when making judgements about music.</p> <p>Evaluate concert performances based on basic elements of music.</p> <p>Justify opinions of performances using appropriate music terminology.</p>	<p>Critical essays about individual and ensemble performances based on teacher and student generated criteria.</p> <p>Students will respond to teacher-directed questions as part of a class discussion.</p>	<p>Literacy Integration: NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>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.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic</p>

		<p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p>	<p>How will active listening help one become a better critic and performer?</p> <p>How do musicians determine what to practice and make the most out of their practice time?</p>	<p>quality of an ensemble performance.</p> <p>Developing musicianship skills requires constant self-reflection and critique.</p> <p>Technology impacts the creation and performance of music.</p> <p>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.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in</p>			<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Health & Phys Ed Integration: 2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make</p>	<p>impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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				<p>unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p>		<p>recommendations for improvement</p> <p>Technology Integration: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p>World Language Integration: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	
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BIBLIOGRAPHY

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Brungard, Kathleen, Michael Alexander, Gerald Anderson, and Sandra Dackow. *Orchestra Expressions*. 2. Miami: Warner Bros. Publications, 2004. Print

Gazda, Doris. *High Tech for Strings*. New York: Carl Fischer, 2000. Print

Selby, Christopher. *Habits of a Successful Orchestra Director: Helpful Tips and Practical Strategies for Improving String Instruction*. Illinois: GIA Publications. 2017.

WEBLIOGRAPHY

None for this course.

ASSOCIATED JOBS LIST BY UNIT

These jobs will be discussed at various times throughout the orchestra curriculum:

Acoustician
Band/Orchestra Conductor
Broadcast Engineering
Disc Jockey
Film/TV Musician/Supervisor
Instrument Repair Technician
Music Arranger
Music Composer
Music Critic
Music Educator
Music Health
Music Manager
Music Producer
Music Therapist
Musicologist
Professional Musician
Recording Engineer
Recording Session Musician