

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT**

**HILLSBOROUGH HIGH SCHOOL**

**MUSIC CURRICULUM**

**HHS ORCHESTRA I, II, III, & IV**

**AUGUST 2019**

# **HHS Orchestra I, II, III, & IV**

## **Grades 9-12**

### **Course Overview**

This full year elective performance class for students in Grades 9-12 is a continuation of the district-wide orchestra program which begins in 5th grade. Orchestra meets every day for approximately 50 minutes. In addition, there is a pull-out, rotating lesson period for approximately 50 minutes once a week. These class times and lesson times provide approximately 300 minutes of total instruction per week. 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.

This 5-credit full-year course helps fulfill the state graduation requirements for "at least 5 credits in Visual and Performing Arts."

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 21<sup>st</sup> 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 – HHS Orchestra I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Elements of Music &amp; Theoretical Knowledge</b>	10 minutes per class period	<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</p>	<p>Why is knowledge of music theory helpful to a musician?</p> <p>How can a musician improve sight-reading skills?</p> <p>Why is it important that musicians gain experience in basic improvisation and composition?</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. The critical process of observing,</p>	<p>Visually and aurally identify intervals</p> <p>Construct major, minor, augmented, and diminished triads</p> <p>Find key signatures for major and minor scales in sharp and flat keys</p> <p>Analyze the relationships between the three forms of minor scales (natural, harmonic, melodic)</p> <p>Aurally recognize rhythms using quarter, half, dotted eighth, sixteenth notes and triplets and their respective rests in 4/4 time</p>	<p>Rhythmic Dictation exercises</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 performance evaluation of student understanding</p> <p>Identification of the elements of music within the context of listening and reading scores and individual parts.</p> <p>Sight-reading exercises.</p>	<p><b>Literacy Integration:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Health &amp; Phys Ed Integration:</b> 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice,</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.1 Content Statement - The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic</p>

	<p>demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</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>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>Build I-IV-V chord progressions in various keys using root position triads</p> <p>Improvise and compose melodic patterns over given harmonies</p> <p>Play and count, using numbers, rhythmic patterns that include drag triplets</p> <p>Recognize and perform music in mixed and compound meters</p> <p>Examine new pieces of music for elements of meter, rhythm, pitch, and style</p> <p>Analyze musical scores, both aurally and visually, to determine melodic structure</p>	<p>assessment, feedback, and effort.</p> <p>2.5 Content Statement - Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p> <p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p><b>World Language Integration:</b> 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and</p>	<p>in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).14 Analyze aural examples of musical compositions</p>
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		<p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>Content Statement - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.</p> <p>1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.</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>communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</p>	<p>representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</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 impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and</p>
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		<p>1.3.12.B.4          Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition</p>						<p>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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2019 HTPS Performing Arts Curriculum Map – HHS Orchestra I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>History and Culture</b>	30 minutes per week	<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>1.3 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</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>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>Evaluate how historical context impacts performance practice in the areas of:</p> <p>Articulation Balance Phrasing Dynamics Vibrato</p> <p>Analyze how the culture and events of specific eras influence the music of those eras</p> <p>Examine how a composer’s specific life experiences influences his/her compositions</p> <p>Compare and contrast how the elements of music are manipulated in a variety of</p>	<p>Teacher-led discussion in class regarding stylistic and era-specific musical nuances.</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><b>Literacy Integration:</b> W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.8.6. Use technology, including the Internet,</p>	<p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.4.12.A.10 Interpret verbal and nonverbal cues/behaviors to enhance communication.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad</p>

	<p>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>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p>	<p>How does the exposure to various cultures influence individual, emotional, and 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>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>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>compositions from different time periods</p> <p>Examine how audience perception of a given performance or piece of music is influenced by its cultural and historical context</p>	<p>to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<p>understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</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 impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of</p>
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	<p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a</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>time frames (a single sitting or a day or two).</p> <p>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.</p> <p>SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and</p>	<p>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>work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and artmaking in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>				<p>usage when writing or speaking.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Social Studies Integration:</b>  6.1 U.S. History: America in the World  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the</p>	
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						<p>environment shape the American heritage.</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.</p> <p>6.2 Content Statement - Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.</p> <p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.</p>	
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							<p>6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be 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><b>Technology Integration:</b>  8.1.8.A.3 Create a multimedia presentation including sound and images.</p> <p>8.1.8.E.1 Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.</p> <p><b>World Languages Integration:</b>  7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize</p>	
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							<p><i>memorized words and phrases</i> that bring meaning to text.</p> <p>7.1 Content Statement (Cultural) – Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices.</p>	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Individual Performance Skills</b>	Approx. 150 minutes per week	<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 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</p>	<p>How does proper instrument posture and technique affect the produced sound?</p> <p>How do basic exercises such as scales and etudes help strengthen an individual's ability to perform solo and ensemble music?</p> <p>How does technical fluency impact an artist's ability to communicate?</p> <p>How can the individual performer affect the ensemble positively? Negatively?</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>Perform major scales and natural minor scales in keys up to 4 sharps and 4 flats over three octaves.</p> <p>Shift fluently to 2nd, 3rd, 4th, and 5th positions on all strings</p> <p>Apply vibrato to all fingers</p> <p>Create logical fingerings for shifting passages</p> <p>Evaluate relationships between bow usage and performance affect</p> <p>Perform a variety of bowing articulations, including legato,</p>	<p>Individual and/or recorded scale, etude, or excerpt performance assessments based on teacher-created rubrics.</p> <p>Visual observation of correct performance technique.</p> <p>Through the use of digital media and/or live performances, the students will observe and evaluate individual instrumental soloists for elements of sound production, style, articulation, and technique.</p>	<p><b>Literacy Integration:</b> L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Health &amp; Phys Ed Integration:</b> 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.6.12.A.5 Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p> <p><b>Math Integration:</b> 3.NF.1 Understand a fraction <math>\frac{1}{b}</math> as the</p>	<p>9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>

	<p>apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance</p>	<p>Why is listening to other specific instrumentalists important in the development of one's own skill set?</p> <p>How can an individual actively listen within an ensemble?</p> <p>How does actively listening within an ensemble impact one's own performance techniques?</p> <p>How can musicians adapt practice strategies to address specific technical challenges within a piece?</p> <p>How does bow usage impact tone?</p> <p>What strategies can musicians use to correct</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>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>staccato, spiccato, martele, etc.</p> <p>Appraise individual intonation and adjust finger placement accordingly</p> <p>Exhibit proper playing technique and hand placement each and every time they play their instrument.</p> <p>Deconstruct a piece of music in order to carefully and thoroughly rehearse and prepare oneself for performance.</p> <p>Evaluate musical scores for technical challenges and devise practice strategies to address these challenges.</p>	<p>Self-assessment of individual performance technique</p>	<p>quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.</p> <p>3.NF.3 Explain equivalence of fractions in special cases and compare the fractions by reasoning about their size.</p> <p>4.NF.3 Content Statement - Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><b>Science Integration:</b> 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 (percussion).</p> <p><b>Technology Integration:</b></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 enhance productivity.</p>
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		<p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance / meaning.</p> <p>Content statement 1.4.12.B The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as</p>	<p>and improve intonation?</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>Focus consistently on the small details, such as proper articulation, finger/hand technique, dynamic contrast, et. al., striving for accuracy and consistency each time the instrument is played.</p>		<p>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>8.2.12.F.2 Explain how material science impacts the quality of products.</p> <p><b>World Language Integration:</b> 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>CRP12. Work productively in teams while using cultural global competence.</p>
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		well as by the manner and physical context in which it is performed or shown.						
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2019 HTPS Performing Arts Curriculum Map – HHS Orchestra I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
Ensemble Performance Skills	Approx. 150 minutes per week	<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, judgment, and analysis to works of art in dance, music,</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 are the responsibilities of musicians in a performance setting? How do audience and environment affect a performance?</p> <p>How does the ability to read and interpret music impact musical fluency?</p> <p>What role do individual and ensemble dynamics play in the performance of</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>Apply tempo and dynamic change to individual and ensemble performance by following conducting gestures.</p> <p>Identify melodic and harmonic function of instrument groups within the ensemble.</p> <p>Explain the correlation between ensemble appearance and behavior and performance quality.</p> <p>Brainstorm strategies for addressing specific musical problems and issues in performance.</p>	<p>Live and/or recorded rehearsal and performance evaluations based on a teacher-created rubric.</p> <p>Self-evaluation of individual and ensemble intonation, balance, blend, expression and aural elements.</p> <p>Through digital media and/or live performances, students will research and evaluate other band performances from all over the world for the elements of music and the process of musical performance.</p>	<p><b>Literacy Integration:</b> SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance and compliance.</p>

	<p>theatre, and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.12.B.2 Analyze how the elements of</p>	<p>a piece of music?</p> <p>How does knowledge of harmonic and melodic function facilitate a performance?</p> <p>How does the acoustical properties in a performance hall affect audience perception of articulation?</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>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>Explain how the behavior of the audience impacts the overall musical experience of a performance.</p> <p>Perform pieces from Grade Levels 3 to 4 on a scale of 1 to 6</p> <p>Adapt dynamic level to reflect melodic, counter-melodic, and harmonic roles within the ensemble</p> <p>Compare the responsibilities of chamber musicians with the responsibilities of orchestral musicians</p> <p>Utilize non-verbal communication while performing music</p> <p>Explain the individual responsibilities</p>		<p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>Health &amp; Phys Ed Integration 2.2 Content Statement - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development.</p> <p>2.4 Content Statement - Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>
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		<p>music are manipulated in original or prepared musical scores.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</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>of ensemble members as they function within the ensemble</p> <p>Adapt performance technique to the acoustical and architectural properties of a performance venue</p>		<p>2.5 Content Statement - Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p> <p><b>Math Integration:</b>  3.NF.1 Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math>.</p> <p>3.NF.3 Explain equivalence of fractions in special cases, and compare the fractions by reasoning about their size.</p> <p>4.NF.3 Content Statement -</p>	<p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity.</p>
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						<p>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</p> <p><b>Technology Integration:</b> 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><b>8.2.12.F.2</b> Explain how material science impacts the quality of products.</p> <p><b>World Language Integration:</b> 7.1 Content Statement (Linguistic) - The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and</i></p>	CRP12. Work productively in teams while using cultural global competence.
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							<i>phrases</i> that bring meaning to text.	
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2019 HTPS Performing Arts Curriculum Map – HHS Orchestra I, II, III, & IV

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> 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>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic</p>	<p>When is a piece of music prepared enough to be “performance ready”?</p> <p>What makes a significant and meaningful performance?</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>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>Brainstorm criteria for critiquing a performance using music specific terminology. Support judgments about musical performances using music specific criteria and terminology.</p> <p>Identify strengths and weaknesses in individual and ensemble performances.</p> <p>Understand what to listen for when actively critiquing a piece of music.</p> <p>Determine what part of a musical work to critique before critiquing it</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>Reflective practice and rehearsal journals.</p>	<p><b>Literacy Integration:</b> W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1 Content Statement - Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p> <p>9.1 Content Statement - The nature of the 21st-century workplace has shifted, demanding greater individual accountability,</p>

	<p>responses to artwork.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>	<p>Why are critics essential in the development and progress of the music industry? 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>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>Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>and develop a specific rubric or list of criteria to aid in the process.</p> <p>Develop specific goals and improvement strategies for ensemble rehearsal and independent practice based upon individual and collective performance reflection.</p> <p>Utilize individual and group performance critiques to focus practice time during in-class sectional rehearsals.</p>		<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Health &amp; Phys Ed Integration:</b></p>	<p>productivity, and collaboration.</p> <p>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.A.8 Use correct grammar, punctuation, and terminology to write and edit documents.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.A.41 Evaluate organizational policies and procedures that contribute to continuous improvement in performance</p>
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				<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>Content Statement - Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.</p> <p>2.2.12.C.1 Analyze the impact of competition on personal character development</p> <p><b>Science Integration:</b> 5.1 Content Statement - Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.</p> <p><b>Technology Integration:</b> 8.1 Educational Technology: All students will use digital tools to access, manage,</p>	<p>and compliance.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build a broad understanding of the styles in the pathway.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental</p>
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							<p>evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	<p>elements used in the pathway.</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 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>
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								<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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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 <sup>st</sup> Century Life & Career Standards
<b>Music Expression</b>	Approx. 10 minutes per class period	<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 &amp; 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>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions</p>	<p>What feeling does the composer want to evoke and how does the composer represent that in the written music?</p> <p>How does an understanding of nuanced stylistic differences among various genres make one more fluent in music literacy?</p> <p>How will listening to multiple pieces within the same genre or style help you understand how to play those pieces?</p> <p>How is rhythm connected to different cultures and eras?</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>Compare and contrast a variety of musical works for compositional devices and techniques used to provide unity, variety, tension and release in a musical work.</p> <p>Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.</p> <p>Listen to and compare various pieces of music and discuss tempo, dynamics, instrumentation, phrasing, and style.</p> <p>Perform music of different eras with the stylistic characteristics</p>	<p>Teacher observation of class melodic exercises.</p> <p>Self-evaluation of individual and ensemble melodic and phrasing exercises.</p> <p>Class discussions regarding the placement of phrases within the contour of the melody.</p>	<p><b>Literacy Integration:</b> L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Science Integration:</b> 5.2 Content Statement - Objects undergo different kinds of motion (translational,</p>	<p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with others, to show competence with fundamental elements used in the pathway.</p> <p>9.4.12.C.(4).5 Demonstrate knowledge of music theory to convey an understanding of fundamental themes and patterns.</p> <p>9.4.12.C.(4).6 Analyze aural examples of musical compositions representing diverse styles, cultures, and historical periods to build</p>

	<p>are organized and manipulated to establish unity and variety in genres of musical compositions.</p> <p>1.1.12.B.2 Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.1.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p>	<p>What is the importance of rhythm in the overall sound of a piece?</p> <p>How does articulation affect the sound of a piece?</p> <p>Why is it important for everyone in the entire ensemble to perform the articulations in the same manner?</p> <p>What strategies can string players use to ensure uniform articulation within each section and across the ensemble?</p> <p>How do varieties of articulations and dynamics relate to style?</p> <p>How do dynamics reflect the intentions of the composer in how the music</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. Technology impacts the creation and performance of music. Career insights are gained through the integration of knowledge and ideas from readings, observations, discussions, and hands-on-work.</p>	<p>indicative of those eras.</p> <p>Identify where the phrases within the piece of music begin and end.</p> <p>Evaluate how bow usage impacts phrasing, dynamics, and articulation.</p> <p>Differentiate among and perform the many different types of articulations written in a piece of music (slur, legato, tenuto, staccato, marcato, et al.).</p> <p>Understand that articulations may be written differently and need to be performed differently, based on the era in which the piece was written, the composer's intentions, the</p>		<p>rotational, and vibrational).</p>	<p>a broad understanding of the styles in the pathway.</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 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>
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		<p>1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.2 Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>	<p>should be portrayed?</p> <p>How is the balance of dynamics within an ensemble related to the concepts of melody, countermelody and harmony?</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>publisher, and many other factors.</p> <p>Define and perform the many different types of dynamics (pp, p, mp, mf, f, ff) including effect dynamics (fp, sfz, et al.).</p> <p>Balance the overall sound within the ensemble to highlight the roles of melody, countermelody and harmony in a given passage.</p> <p>Match articulations within each section and across the ensemble to create a unified effect.</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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Orchestra Library – List available upon request.

### 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