

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

HILLSBOROUGH HIGH SCHOOL

MUSIC CURRICULUM

MUSIC EXPLORATIONS GRADES 9-12

AUGUST 2019

Music Explorations

Grades 9-12

Course Overview

This half-year course curriculum is designed to meet the needs of small groups of special education students. It meets each day for approximately 50 minutes. Skills and concepts are adapted to meet each student's particular learning needs.

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 – Music Explorations Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Melodic Elements	Approx. 10 days	<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, theater and visual art.</p> <p>1.2 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and / or presenting works of art in dance, music, theater 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</p>	<p>How does pitch direction affect melodic contour?</p> <p>What role does melody play in creating a song?</p> <p>How and why is music notated?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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>Aurally and visually identify and low sounds.</p> <p>Aurally and visually identify upward and downward melodic motion.</p> <p>Identify names of pitches in treble and bass clefs</p> <p>Compose melodies using sounds from different sources.</p> <p>Perform short melodies on classroom instruments.</p> <p>Suggested Learning Activities: Move body in the direction of the melody (upward/downward, high/low) while singing or listening to music.</p> <p>Play games with treble/bass clef grand staff.</p> <p>Use online resources to create a sound composition and “perform” it for the class.</p>	<p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the</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</p>

	<p>manipulated to establish unity and variety in genres of music compositions.</p> <p>1.3.12.B.12 Analyze how the elements of music are manipulated in original or prepared music scores.</p> <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 software.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</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>quality of instruction, practice, 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</p>	<p>make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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		<p>MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Pr4.4.8b When analyzing music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>					<p>team effectiveness.</p> <p><i>World Language Integration:</i> 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 phrases</i> that bring meaning to text.</p>	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Rhythmic Elements	Approx. 10 days	<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, theater and visual art.</p> <p>1.2 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and / or presenting works of art in dance, music, theater 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 music compositions.</p> <p>1.3.12.B.12 Analyze how the elements of music are manipulated</p>	<p>How is rhythm a part of music?</p> <p>Where else does rhythm exist?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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>Demonstrate a steady beat using body percussion and classroom instruments.</p> <p>Perform short rhythmic patterns containing whole, half, quarter, and eighth notes and the respective rests.</p> <p>Identify patterns of beats in groups of 2's, 3's, and 4's.</p> <p>Identify rhythmic patterns in a song.</p> <p>Compose rhythmic patterns in 2/4 and 4/4 meters.</p> <p>Perform on classroom instruments and through singing</p>	<p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</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.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through</p>

	<p>in original or prepared music scores.</p> <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 software.</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the</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>songs in 2/4, 3/4 and 4/4 meters.</p> <p>Identify rhythmic patterns in written and spoken text.</p> <p>Identify objects in the everyday environment that can create rhythm or music.</p> <p>Analyze musical examples for tempo, using music specific terminology (eg. Allegro, Andante, Presto)</p> <p><i>Suggested Learning Activities:</i> Rhythm BINGO</p> <p>Create rhythms by arranging popsicle sticks to form quarter notes & rests, eighth notes and sixteenth notes</p> <p>Echo-clap rhythms performed by teacher or students</p>		<p>instruction, practice, 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</p>	<p>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 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</p>
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		<p>elements of music are used in each.</p> <p>MU:Pr4.4.8b When analyzing music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>			<p>Tap a steady beat while chanting a variety of rhythmic poems or songs</p> <p>Create homemade rhythmic instruments using everyday items such as toilet paper tubes, coffee containers, basketballs, cooking utensils, etc.</p>		<p>team effectiveness.</p> <p>World Language Integration: 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 phrases</i> that bring meaning to text.</p>	<p>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>CRP11. Use technology to enhance productivity.</p>
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Music Form	Approx. 10 days	<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, theater and visual art.</p> <p>1.2 Performance: All students will synthesize those skills, media, methods and technologies appropriate to creating, performing, and / or presenting works of art in dance, music, theater 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</p>	<p>How can sound be organized?</p> <p>How do rhythm and melody interact to create a composition?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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>Identify phrases and sections in Rondo and ABA form</p> <p>Identify the main theme in a piece of music.</p> <p>Analyze sections of music to determine unity and variety</p> <p>Relate phrases and sections in music to symbols on a listening map</p> <p>Compose songs in ABA or Rondo form.</p> <p><i>Suggested Learning Activities:</i></p> <p>Ask students to listen to a piece of music and raise their hands when they hear the main theme return.</p> <p>Assign specific movements to different sections of the music. Have</p>	<p>Appropriately respond to sections in music through designated movement.</p> <p>Correctly point to symbols on a listening map as their corresponding sections are heard in the music.</p> <p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions</p>	<p><i>Literacy Integration:</i></p> <p>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><i>Health & Phys Ed Integration:</i></p> <p>2.5 Content Statement - Movement skill performance is primarily impacted by the quality of</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</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.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through vocal or instrumental performance, alone and with</p>

	<p>variety in genres of music compositions.</p> <p>1.3.12.B.12 Analyze how the elements of music are manipulated in original or prepared music scores.</p> <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 software</p> <p>MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p> <p>MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/video recording to</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>students move in the prescribed manner when they hear each section.</p> <p>Parachute activity - move the parachute in a different way for different sections of the music.</p>	<p>instruction, practice, 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</p>	<p>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 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</p>
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		<p>document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Pr4.4.8b When analyzing music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>					<p>team effectiveness.</p> <p><i>World Language Integration:</i> 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 phrases</i> that bring meaning to text.</p>	<p>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>CRP11. Use technology to enhance productivity.</p>
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Musical Storytelling	Approx. 15 days	<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, theater 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, theater and visual art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies,</p>	<p>In what different ways do people communicate?</p> <p>How can sound represent objects and people?</p> <p>How can composers affect the emotional response of their listeners?</p> <p>How do composers use music to tell a story?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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</p>	<p>Recall basic plot points of a story read in class.</p> <p>Relate musical themes to different characters in programmatic music, such as “Peter and the Wolf”, “Scheherezade”, and “Firebird”.</p> <p>Add sound effects to a story, such as “There Was an Old Woman Who Wasn’t Afraid of Anything”.</p> <p>Identify the emotional response portrayed in the music as it relates to events in the story.</p> <p>Apply sign language to songs sung in class, such as “America the</p>	<p>Use emotional expression manipulatives to identify characters’ moods while listening to musical excerpts.</p> <p>Use classroom instruments to correctly add sound effects at appropriate times in a story</p> <p>Use correct ASL signs while singing.</p> <p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions.</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 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>9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.4.12.A.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of</p>

	<p>judgement and analysis to works of art in dance, music, theater 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>1.3.12.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.4 Arrange simple pieces for voice or instrument using a variety of traditional and</p>		<p>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>Beautiful” and “What a Wonderful World”.</p> <p>Suggested Learning Activities: Correctly arrange picture cards to retell the story of “Peter and the Wolf” or “Firebird”</p> <p>Draw a picture of a scene “described” in the music.</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>World Language Integration: 7.1 Content Statement (Linguistic) - The</p>	<p>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 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>
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		<p>nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.</p> <p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed</p>					<p>Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize <i>memorized words and phrases</i> that bring meaning to text.</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>CRP11. Use technology to enhance productivity.</p>
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		<p>by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>						
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Sound Production & Instrument Families	Approx. 15 days	<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, theater 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, theater 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>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance and/or perform excerpts with</p>	<p>How is sound created?</p> <p>How do the different instrument families contribute to the sound of an orchestra?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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,</p>	<p>Relate the instrument size to the pitch frequency (high/low) produced.</p> <p>Visually identify instruments of the orchestra and their families (strings, woodwinds, brass, percussion).</p> <p>Aurally identify instruments of the orchestra and their families (strings, woodwinds, brass, percussion).</p> <p>Compare sound quality of instruments from different families.</p> <p>Analyze structure of instruments to determine how sound is produced.</p>	<p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions.</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</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.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of music through</p>

	<p>technical accuracy, appropriate musicality and the relevant stylistic nuance.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>	<p>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>Suggested Learning Activities: Listen to Benjamin Britten's "Young People's Guide to the Orchestra" and discuss featured instruments & instrument families. (Can also be combined with Form to discuss Theme & Variation).</p> <p>Sort pictures of instruments into their respective family category.</p> <p>Instrument BINGO.</p> <p>Choose a string or wind instrument from a variety of online resources and make that instrument from homemade materials.</p>	<p>instruction, practice, 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</p>	<p>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 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</p>
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							<p>team effectiveness.</p> <p>World Language Integration: 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 phrases</i> that bring meaning to text.</p>	<p>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>CRP11. Use technology to enhance productivity.</p>
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2019 HTPS Performing Arts Curriculum Map – Music Explorations Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Music History	Approx. 15 days	<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, theater 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, theater and visual art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement and analysis to works of art in dance, music, theater and visual art.</p> <p>1.1.12.B.1 Examine how aspects of meter, rhythm, tonality,</p>	<p>How do cultural and historical events impact music making and audience response to music?</p> <p>In what ways have technological and sociological advances changed the performance and audience perception of music over time?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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</p>	<p>Compare and contrast musical characteristics from the Baroque, Romantic and Classical time periods.</p> <p>Identify major composers of the Baroque, Romantic and Classic time periods.</p> <p>Explain composer’s biographical information.</p> <p>Trace the evolution of rock and roll from Elvis to present day.</p> <p>Suggested Learning Activities: Guided listening of music from different time periods.</p>	<p>Written worksheets and / or presentations,</p> <p>Visual observation of student achievement,</p> <p>Student oral response to teacher-directed questions,</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</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.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of</p>

	<p>intervals, chords and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.</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>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the</p>		<p>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>Sort pictures of composers (or popular music performers) into appropriate time period categories,</p> <p>Research a composer and present biographical facts using presentation software (PowerPoint, Google slides, etc.),</p>		<p>instruction, practice, 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</p>	<p>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 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>
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		<p>elements of music are used in each.</p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>				<p>team effectiveness.</p> <p>World Language Integration: 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 phrases</i> that bring meaning to text.</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>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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2019 HTPS Performing Arts Curriculum Map – Music Explorations Grades 9-12

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Multicultural Music	Approx. 15 days	<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, theater 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, theater and visual art.</p> <p>1.4 Aesthetic Response and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgement and analysis to works of</p>	<p>How do cultural implications impact musical style?</p> <p>How does the exposure to various cultures influence individual, emotional, and kinesthetic responses to music?</p>	<p>Following classroom rules and procedures leads to an environment where all can work to their individual potentials.</p> <p>Playing a musical instrument or singing provides people with an emotional outlet and a means of self-expression.</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</p>	<p>Identify the origin of music from a variety of world cultures.</p> <p>Identify different instruments used in multicultural music.</p> <p>Evaluate how music is used in communication, expression, and celebration within different cultures.</p> <p>Perform songs related to traditions around the world on classroom instruments.</p> <p>Suggested Learning Activities: Create homemade African drums and perform a solo on their instruments.</p> <p>Learn songs, such as “Go to the Carnival” or “Harambe”, through singing</p>	<p>Written worksheets.</p> <p>Visual observation of student achievement.</p> <p>Student oral response to teacher-directed questions</p>	<p>Literacy Integration: 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>Health & Phys Ed Integration: 2.5 Content Statement - Movement skill performance is primarily impacted by the quality of</p>	<p>9.1 Content Statement - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</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.11 Apply active listening skills to obtain and clarify information.</p> <p>9.4.12.C.(4).7 Demonstrate a varied repertoire of</p>

	<p>art in dance, music, theater 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, theater and visual art have influenced world cultures throughout history.</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>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>and performance on classroom instruments and discuss the cultural implications surrounding the songs.</p>		<p>instruction, practice, 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</p>	<p>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 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>
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		<p>1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theater and visual art), using historical significance, craftsmanship, cultural context and originality as criteria for assigning value to the works.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual and kinesthetic responses to artwork.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's</p>					<p>team effectiveness.</p> <p><i>World Language Integration:</i> 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 phrases</i> that bring meaning to text.</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>CRP11. Use technology to enhance productivity.</p>
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	<p>intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>						
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