

Burlington County Institute of Technology

Medford Campus

Career Major Programs

Course Title: Instrumental and Vocal

Curriculum Area: CTE

Credits: 5

Board Approved: November, 2018

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## Program Descriptor

The Instrumental and Vocal Music Programs are designed for the serious minded individual who plans on a career in music. Students who complete this program will be prepared to pursue various careers in music including Musician, Composer, Music Teacher, Music Therapist, Recording Engineer, and Music Producer. Students will be well trained and versed in Classical, Jazz, and Popular Style techniques as well as Music Theory and functional piano. In Classical Music training, students will demonstrate proficiency on their principal instrument including knowledge of posture, breathing, instrumental techniques, and performing solo as well as in ensembles of varying size and instrumentation. Jazz Music training will additionally focus on improvisation and group collaboration. Popular Styles will focus on composing and arranging informally as well as music technology and recording techniques. In Music Theory and functional piano, students will develop ear training and aural skills. They will identify and analyze harmonic structure aurally and as written in music notation. Students will demonstrate proficiency in piano through performance of lead sheets with chordal accompaniment and easy to moderate level etudes. Students will also learn improvisation, orchestration, and composition techniques, culminating in a solo work in their junior and senior years. The concepts of discipline and full participation in classes will be introduced.

Along with the English and History curricula, which focus on World Literature and History, students will be exposed to the history of Western Classical music as well as world music and American popular music from Jazz to Hip Hop. Curricular performance experiences will abound, with class recitals at semester end. Technical training in Music will involve recording, mixing, and producing, as well as rotation through the district's performing arts shops. Body maintenance, healthy eating and injury treatment and prevention will be stressed as necessary knowledge for a successful career in music.

The safe operation of equipment and the proper handling of hazardous materials is the responsibility of every individual in the Department of the Performing Arts. Faculty, staff and students have the responsibility to maintain safe practices at all times. Every individual in the department has the right to work in a safe and secure environment. Issues related to proper use of equipment, construction and usage of performance materials and props as well as a basic level of cleanliness and sanitization of shared equipment and facilities will be emphasized and taught every year as applicable to the curriculum.

Rowan University and the BCIT Academy of Performing Arts will partner to provide students with the unique and exciting opportunity to earn college credit for their work completed in high school. Through this innovative program, students pursuing a degree in music through Rowan University's Performing Arts Department will be exempt from several freshman level courses at Rowan based on their successful completion of courses at BCIT. Faculty members from the Rowan University Performing Arts Department will serve as artists-in-residence on the campus of BCIT to provide our students will instruction, direction and guidance in this Career Major

area.

## Program Outcomes

Graduates of the Instrumental and Vocal Music programs will be prepared to enter competitive post-secondary music training programs, whether at colleges or with professional musicians. Students will also be prepared to work entry level positions in the music world including musician, music teacher at a private music studio, and administrative assistant of a music studio or arts organization.

## Course Descriptions

### Freshman Year:

#### **Aural Theory & App Piano I & II (4A), 2.5 credits**

Students learn the fundamentals of aural theory and ear training as well as functional piano skills. The course largely focuses on diatonic harmony in major and minor tonality as well as standard rhythms in duple and triple meter.

#### **Instrumental/Vocal Technique & Performance I & II (4B), 2.5 credits**

Students learn fundamentals and build foundations on their primary instrument including proper technique, major scales, études, solo pieces and ensemble work. Repertoire focuses largely on Classical and Jazz Music.

### Sophomore and Junior Years:

#### **Chamber Music I-IV & Vocal Workshop I-IV, 5 credits**

Students expand on the foundations they learned freshman year and continue work on major and minor scales, etudes, solo pieces and ensemble music in a variety of genres and styles, but continues a strong focus on Classical and Jazz Music.

#### **Music Theory and Applied Piano I, 2.5 credits**

Students learn written and aural music theory including intervals, chords functions, diatonic harmony, and secondary dominants. Students also learn various time signatures and rhythms including 2/4, 4/4, cut-time, 6/8 and 3/4. Students will learn functional piano accompaniment skills and begin to work on beginner solo pieces.

#### **Intro to Music Technology, 2.5 credits**

Students learn the basics of recording, creating and mixing in a DAW (i.e. Garageband and Logic) as well as basics microphone techniques for live and recorded sound.

#### **Music History & Analysis, 2.5 credits**

Students learn the history of Western Classical Music from the Medieval Period to the 20th Century. Students also learn how to analyze common classical forms and harmonic structures (i.e. Binary, Sonata Allegro Form, Symphony, etc.).

#### **Music Fundamentals (*for Dance and Theatre Career Majors*), 2.5 credits**

Students learn the fundamentals of vocal technique, aural theory and ear training, functional piano skills, and reading standard music notation.

## **Senior Year:**

### **Audition Prep - 3, 5 credits**

Students will research college audition requirements and prepare for college auditions. All students (regardless of future college plans) will prepare common music audition requirements including scales, solo pieces, and sight reading. Audition strategies will also be discussed and mock auditions will be held.

### **Music Theory and Applied Piano II – 3A, 2.5 credits**

Students learn written and aural music theory that expands on their learning in Music Theory I and Music History and Analysis including chromatic harmony, and modulations. Students also learn advanced time signatures and rhythms including 5/8, 7/8, 9/8, 12/8. Students will learn more piano accompaniment skills and work on beginner through intermediate solo pieces.

### **Advanced Music Technique - 3B, 2.5 credits**

Students expand on their training and continue to learn scales and modes, advanced etudes and solo pieces, and advanced ensemble music in a variety of genres and styles, but continues a strong focus on Classical and Jazz Music.

### **Vocal & Instrumental Rehearsal Techniques I & II, 5 credits**

For students interested in pursuing a career in music education or conducting, students will learn rehearsal strategies, conducting skills, and best practices in music education. Students will also learn about child development and learning theories in general and music education.



# Aural Theory & Applied Piano I

S1,4A Grade 9

Unit 1: Verbal & Symbolic Association

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Verbal Association (Tonal Solfege)            Major Tonality: I, V7            Minor Tonality: i, V7 (Rhythm Syllables)            Duple Meter:            Macro/Micro beats            Symbolic Association:            Read and notate tonal and rhythm patterns and melodies</p> <p>Piano:            Melodies            Chord Roots</p> <p>Suggested Repertoire:            • See "Supplemental Materials: Monday Melody"</p> <p>Keys: C Maj/A Min</p> <p>Khan Academy            • Notes &amp; Rhythms (6 videos)            Music Theory.net            Keyboard Note identification  <a href="https://www.musictheory.net/exercises/keyboard">https://www.musictheory.net/exercises/keyboard</a></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform, vocally and on piano, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities.</li> <li>• Identify aurally, perform, read, and notate rhythm patterns in duple meter.</li> <li>• Identify aurally, perform, read and notate tonal patterns, and melodic phrases that contain tonic and dominant functions in major and minor tonalities.</li> <li>• Describe and demonstrate basics of proper piano posture and hand position.</li> <li>• Perform scales and primary chord cadences in the Major keys of C, F, G</li> <li>• Perform scales and primary chord cadences in the Harmonic Minor keys of a, d, e.</li> <li>• Sight Singing Bonanza: Major mostly tonic #1-30</li> <li>• Sight Singing Bonanza: Minor mostly tonic #31-60</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests &amp; Quizzes</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Aural Theory &amp; Applied Piano I S1,4A Grade 9

## Unit 2: Basic Harmony: I, IV, V7 in Major &amp; Minor

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4	How does understanding the structure and context of musical works inform performance?  How do musicians improve the quality of their performance?	Verbal Association & Symbolic Association (VA & SA): Tonal Patterns <ul style="list-style-type: none"> <li>Major Tonality: I, V7</li> <li>Minor Tonality: i, V7</li> <li>Resolutions (Inner Harmonies)</li> </ul> Rhythm Patterns <ul style="list-style-type: none"> <li>Duple Meter:</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform, vocally and on piano, melodies, corresponding chord roots, resolutions, and chord progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Identify aurally, perform, read, and notate rhythm patterns in duple and triple meter.</li> <li>Identify aurally, perform, read, and</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.

CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10		<ul style="list-style-type: none"> <li>○ Macro/Micro</li> <li>○ Division/Elongation</li> <li>● Triple Meter</li> <li>○ Micro/micro</li> <li>○ Division/Elongation</li> </ul> <p>Major &amp; Minor Keys:  C Maj/A min  G Maj/E min  F Maj/D min</p> <p>Suggested Repertoire:</p> <ul style="list-style-type: none"> <li>● See “Supplemental Materials: Monday Melody”</li> </ul> <p>Khan Academy</p> <ul style="list-style-type: none"> <li>● Reading Music (10 lessons)</li> </ul>	notate tonal patterns, and melodic phrase that contain tonic, dominant, and subdominant functions in major and minor tonalities. <ul style="list-style-type: none"> <li>● Transpose melodies and chord functions to several keys in notation and on piano.</li> <li>● Identify and describe the development of short musical ideas in music within simple forms.</li> <li>● Perform scales and primary chord cadences in the Major keys of C, F, G</li> <li>● Perform scales and primary chord cadences in the Harmonic Minor keys of a, d, e.</li> <li>● Sight Singing Bonanza: Major mostly tonic &amp; dominant #61-75</li> <li>● Sight Singing Bonanza: Minor mostly tonic and dominant #76-89</li> </ul>	Performance rubrics  Performance documentation  Worksheets  Tests & Quizzes
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## Aural Theory &amp; Applied Piano I

S1,4A Grade 9

## Unit 3: Improvisation Readiness

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Improvisation: Tonal Patterns Major Tonality: I, V7 Minor Tonality: i, V7 Rhythm Patterns Duple Meter: Macro/Micro Division/Elongation Triple Meter Micro/micro Division/Elongation  Symbolic Association Tonal Patterns Major Tonality: I, V7 Minor Tonality: i, V7 Rhythm Patterns Duple Meter: Macro/Micro Division/Elongation Triple Meter Micro/micro Division/Elongation  Music Theory.net Note reading exercises <a href="https://www.musictheory.net/exercises/note">https://www.musictheory.net/exercises/note</a>	Students will be able to: <ul style="list-style-type: none"> <li>• Perform (vocally and on piano) melodies and corresponding chord progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>• Improvise tonal patterns and rhythm patterns.</li> <li>• Identify and describe the development of short musical ideas in drafts of music within simple forms.</li> <li>• Improvise, read, and notate tonal and rhythm patterns, short melodies, bass lines, and harmonic resolutions in music notation.</li> <li>• Perform scales and primary chord cadences in the Major keys of C, D, F, G.</li> <li>• Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, d, e.</li> <li>• Sight Singing Bonanza: Major I &amp; V7 #90-104</li> <li>• Sight Singing Bonanza: Minor i &amp; V7 #105-118</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Tests & Quizzes

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Aural Theory &amp; Applied Piano I

S1,4A Grade 9

## Unit 4: Composition

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Verbal Association (Tonal Solfege) Major Tonality: I, IV, V7 Minor Tonality: i, iv, V7  Composite Synthesis Reading & Writing Tonal Patterns Tonic, Dominant, Subdominant Rhythm Patterns <ul style="list-style-type: none"> <li>Macro/Micro</li> <li>Division/Elongation</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform (vocally, primary instrument, &amp; piano) melodies and corresponding chord root progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Read and perform tonal patterns, rhythm patterns, and short melodies with music notation.</li> <li>Notate tonal patterns, rhythm patterns, and short melodies.</li> <li>Perform scales and primary chord cadences in the Major keys of C, D, F, G.</li> <li>Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, d, e.</li> <li>Sight Singing Bonanza: Major I, IV, V7 #119-133</li> <li>Sight Singing Bonanza: Minor i, iv, V7t #134-150</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes

RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Aural Theory & Applied Piano II

S2,4A Grade 9

Unit 1: Reading Notation with Comprehension

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions</p>	<p>Reading music with comprehension</p> <p>Sight Singing</p> <p>Intro to Written Theory            Musician's Guide to Theory &amp; Analysis            Ch 3 Major keys pg 45</p> <p>Piano            Bastein Bk 1</p>	<p>Tonality, Melody &amp; Harmony</p> <ul style="list-style-type: none"> <li>(1) Identify aurally; (2) perform vocally, on primary instrument and piano; (3) improvise; (4) read notation; (5) compose; and (6) analyze music notation using tonic, dominant, subdominant supertonic, and submediant functions in major and minor tonalities.</li> <li>Perform and memorize a large repertoire of melodies with corresponding chord roots and progressions.</li> <li>Transpose melodies and harmonies aurally and through notation into other major and minor tonalities and modes.</li> </ul> <p>Meter &amp; Rhythm</p> <ul style="list-style-type: none"> <li>(1) Identify aurally; (2) perform vocally, on primary instrument and piano; (3) improvise; (4) read notation; compose; and (5) analyze music notation in duple, triple, and unusual meter containing macro/microbeats, divisions, elongations, upbeats, and rests.</li> <li>Notate, compose, and analyze music notation in 2/4, 4/4, 6/8, 3/8, 3/4, cut time signatures as well as swing rhythms and</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests &amp; Quizzes</p>



WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10			articulations in 4/4. Piano: <ul style="list-style-type: none"> <li>• Perform scales and primary chord cadences in the Major keys of C, D, E, F, G, A, B.</li> <li>• Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, c, d, e, f, g.</li> </ul>	
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## Aural Theory &amp; Applied Piano II

## S2, 4A Grade 9 Unit 2: Music Notation Basics: Writing and Analyzing

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Major scales Relative minor scales</p> <p>Musician's Guide Ch 5 Minor Keys &amp; Diatonic Modes pg 85</p> <p>Dictation</p> <p>Piano Bastein Bk 1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify 12 major keys and relative minor keys.</li> <li>Write rhythmic and melodic dictation in familiar keys in 2/4, 4/4, 6/8 and cut time.</li> </ul> <p>Tonality, Melody &amp; Harmony</p> <ul style="list-style-type: none"> <li>(1) Identify aurally; (2) perform vocally, on primary instrument and piano; (3) improvise; (4) read notation; (5) compose; and (6) analyze music notation using tonic, dominant, subdominant supertonic, mediant, submediant, and subtonic functions in major and minor tonalities.</li> <li>Perform and memorize a large repertoire of melodies with corresponding chord roots and progressions.</li> <li>Transpose melodies and harmonies aurally and through notation into other major and minor tonalities and modes.</li> </ul> <p>Meter &amp; Rhythm</p> <ul style="list-style-type: none"> <li>(1) Identify aurally; (2) perform vocally, on primary instrument and piano; (3) improvise; (4) read notation; compose; and (5) analyze music notation in</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests &amp; Quizzes</p>

WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10			duple, triple, and unusual meter containing macro/microbeats, divisions, elongations, upbeats, and rests. <ul style="list-style-type: none"> <li>• Notate, compose, and analyze music notation in 2/4, 4/4, 6/8, 3/8, 3/4, cut time signatures as well as swing rhythms and articulations in 4/4.</li> </ul> Piano: <ul style="list-style-type: none"> <li>• Perform scales and primary chord cadences in the Major keys of C, D, E, F, G, A, B.</li> <li>• Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, c, d, e, f, g.</li> </ul>	
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## Aural Theory &amp; Applied Piano II

S2,4A Grade 9

## Unit 3: Standard Chord Progressions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Chord Progressions  Interval recognition  Musician's Guide Ch 6 Intervals pg 109 Ch 7 Triads pg 129  Sight Singing  Dictation  Piano Bastien Book 1	Students will be able to: <ul style="list-style-type: none"> <li>Perform (vocally and on piano) melodies and corresponding chord progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Improvise tonal patterns and rhythm patterns.</li> <li>Identify and describe the development of short musical ideas in drafts of music within simple forms.</li> <li>Improvise, read, and notate tonal and rhythm patterns, short melodies, bass lines, and harmonic resolutions in music notation.</li> <li>Sight sing major and minor melodies with tonic and dominant functions.</li> </ul> Piano: <ul style="list-style-type: none"> <li>Perform scales and primary chord cadences in the Major keys of C, D, E, F, G, A, B.</li> <li>Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, c, d, e, f, g.</li> <li></li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Tests & Quizzes

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Aural Theory &amp; Applied Piano II

S2, 4A Grade 9

## Unit 4: Composition

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Sight Singing  Dictation  Piano Bastien Book 1  Verbal Association (Tonal Solfege) Major Tonality: I, vi, ii, IV, V7 Minor Tonality: i, VI, ii, iv, V7  Composite Synthesis Reading & Writing Tonal Patterns  Rhythm Patterns	Students will be able to: <ul style="list-style-type: none"> <li>Perform (vocally, primary instrument, &amp; piano) melodies and corresponding chord root progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Read and perform tonal patterns, rhythm patterns, and short melodies with music notation.</li> <li>Notate tonal patterns, rhythm patterns, and short melodies.</li> </ul> Piano: <ul style="list-style-type: none"> <li>Perform scales and primary chord cadences in the Major keys of C, D, E, F, G, A, B.</li> <li>Perform scales and primary chord cadences in the Harmonic Minor keys of a, b, c, d, e, f, g.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Aural Theory & Applied Piano I & II: Resources

Azzara, C. D., & Grunow, R. F. (2006). *Developing musicianship through improvisation*. Chicago: GIA Publications.

Bastien, J. S., Bastien, L., & Bastien, L. (2000). *Piano for adults book 1*. San Diego, CA: Neil A. Kjos Music Company.

Bastien, J. S., Bastien, L., & Bastien, L. (2000). *Piano for adults book 2*. San Diego, CA: Neil A. Kjos Music Company.

Clendinning, J. P., & Marvin, E. W. (2016). *The musician's guide to theory and analysis* (3rd ed.). New York, NY: W. W. Norton.

### Online Resources:

<https://www.pianoscales.org/major.html>

<https://www.pianoscales.org/minor-harmonic.html>

Smey, & Liu-Rosenbaum. (2005). *Sight singing bonanzas*. Retrieved from <http://davesmey.com/eartraining/sightsing.pdf>

<http://davesmey.com/eartraining/index.php>

<http://davesmey.com/eartraining/happysongs.pdf>



## Instrumental Technique & Performance I

S1, 4B Grade 9 Unit 1: Professional Expectations & Practice Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
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9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	<p>How can opportunities in high school lead to career options?</p> <p>How should safety and well-being impact the way in which we operate in a shop or classroom setting?</p> <p>How can reference materials benefit our learning environment and development as an artist?</p> <p>How can you best prepare for a test or exam?</p>	<p>Tonality Meter Form Style Articulation</p> <p>Melodies Chord Roots/ Progressions</p> <p>Care &amp; Maintenance of Equipment</p> <p>Executive Skills &amp; Technique</p> <p>Professional Development</p> <p><u>Study Skills:</u> Using textbooks and reference materials Charts/ graphs Outlines Test procedures</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to care for their instrument through regular required maintenance.</li> <li>• Articulate in a variety of characteristic, instrument appropriate styles.</li> <li>• Perform with style appropriate, characteristic tone quality.</li> <li>• Describe and demonstrate proper posture and technique for instrument.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Understand multiple career opportunities in the field and the necessary skills and training.</li> <li>• List safety requirements.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Analyze student writing in "Music Journals."</p> <p>Written safety test</p> <p>Informal evaluation of correct safety procedures in shop</p>
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Instrumental Technique & Performance I  
S1, 4B Grade 9 Unit 2: Classical Music Technique

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Audition Preparation</p> <p>Tonality</p> <p>Meter</p> <p>Form</p> <p>Style</p> <p>Articulation</p> <p>Melodies</p> <p>Chord Roots/Progressions</p> <p>Executive Skills &amp; Technique</p> <p>Classical Music Vocabulary</p> <p>Professional Development</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Identify elements of the Alexander Technique.</li> <li>• Identify and demonstrate basic Laban elements.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Vocabulary Test</p>

WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Instrumental Technique &amp; Performance I

## S1, 4B Grade 9 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Audition Preparation Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

Instrumental Technique & Performance I  
S1, 4B Grade 9 Unit 4: Performance Practice

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do musicians improve the quality of their performance?  When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	The students will be able to: <ul style="list-style-type: none"> <li>• Perform solo All-State audition piece for peers.</li> <li>• Perform scales for All-State auditions.</li> <li>• Self-assess using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the history and context of the music.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				



## Instrumental Technique & Performance II

S2, 4B

Grade 9

Unit 1: Intro to Jazz, Blues &amp; Improvisation

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p>	<p>Jazz &amp; Swing Style: Rhythmic Characteristics, Form, Articulation Melodies Chords Roots/Progressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform major scales and other technical exercises with precision in a swing style.</li> <li>• Perform in a variety of large and small ensembles.</li> <li>• Improvise a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Perform, read notation, analyze, and identify works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Analyze student writing in Music Journals and Current Events</p>

## Instrumental Technique &amp; Performance II

## S2, 4B Grade 9

## Unit 2: Jazz Repertoire

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> <b>Performing</b> CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>: How do musicians make creative decisions?</p>	<p>Standard Jazz/Blues repertoire Melodies Chord Roots/Progressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of jazz/swing.</li> <li>• Preserve draft compositions and improvisations through standard notation, audio, or video recording.</li> <li>• Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

**Resources:** <https://www.berklee.edu/admissions/undergraduate/practiceexercises>

## Instrumental Technique &amp; Performance II

## S2, 4B Grade 9

## Unit 3: Improvisation

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a</p>	How do musicians improve the quality of their creative work?	Jazz Repertoire Improvisation Solos Jazz traditions and standard practice	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate and refine draft improvisations based on established criteria, including the extent to which they address identified purposes.</li> <li>• Share personally developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.</li> <li>• Create digital portfolio of work.</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection (Music Journals)</p> <p>Performance rubrics</p> <p>Performance documentation</p>

## Instrumental Technique &amp; Performance II

## S2, 4B Grade 9

## Unit 4: Performances

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p>Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a CA #6: Present MU:Pr6.1.E.8a MU:Pr6.1.E.5b</p>	<p>When is creative work ready to share?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy Expressive Qualities Improvisation Performance</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Share personally developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

## Instrumental Technique & Performance I & II: Resources

Azzara, C. D., & Grunow, R. F. (2006). *Developing musicianship through improvisation*. Chicago: GIA Publications.

Rush, S., & Moon, R. (2011). *Habits of a successful musician: A comprehensive curriculum for use during fundamentals time*. M. Wilder (Ed.). Chicago, IL: GIA Publications, Inc.

<https://www.berklee.edu/admissions/undergraduate/practiceexercises>

## Vocal Technique & Performance I

### S1, 4B Grade 9 Unit 1: Professional Expectations & Practice Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR-PRF.1 9.3.12.AR-PRF.3 9.3.12.AR-PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10	How can opportunities in high school lead to career options?  How should safety and well-being impact the way in which we operate in a shop or classroom setting?  How can reference materials benefit our learning environment and development as an artist?  How can you best prepare for a test or exam?	Tonality Meter Form Style Diction  Melodies Chord Roots/ Progressions  Vocal Health  Executive Skills & Technique  Professional Development  <u>Study Skills:</u> Using textbooks and reference materials Charts/ graphs Outlines Test procedures	Students will be able to: <ul style="list-style-type: none"> <li>Describe and identify parts of mouth, throat, respiratory system and body that contribute to good vocal technique and sound quality.</li> <li>Develop breath support, vocal placement and use of resonance in a variety of ways that are stylistically appropriate.</li> <li>Use voice in a healthy way.</li> <li>Diction and articulation</li> <li>Perform warm-up exercises alone and with ensemble.</li> <li>Describe and execute efficient, effective practice techniques.</li> <li>Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities in several keys.</li> <li>Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>Understand multiple career opportunities in the field and the necessary skills and training.</li> <li>List safety requirements.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Analyze student writing in "Music Journals."  Written safety test  Informal evaluation of correct safety procedures in shop

RST.9-10.1				
RST.9-10.1				
RST.9-10.2				
RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Vocal Technique &amp; Performance I

## S1, 4B Grade 9 Unit 2: Classical Music Technique

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do musicians improve the quality of their creative work?  How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?	Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions	Students will be able to: <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Identify elements of the Alexander Technique.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation



RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Vocal Technique &amp; Performance I

## S1, 4B Grade 9 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Audition Preparation Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Vocal Technique &amp; Performance I

## S1, 4B Grade 9 Unit 4: Performance Practice &amp; Audition Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do musicians improve the quality of their performance?  When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	The students will be able to: <ul style="list-style-type: none"> <li>• Perform solo All-State audition piece for peers.</li> <li>• Perform scales for All-State auditions.</li> <li>• Self-assess using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the history and context of the music.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Vocal Technique & Performance II

S2, 4B      Grade 9      Unit 1: Intro to Jazz, Blues & Improvisation

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p>	<p>Jazz &amp; Swing Style: Rhythmic Characteristics, Form, Articulation Melodies Chords Roots/Progressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform major scales and other technical exercises with precision in a swing style.</li> <li>• Perform in a variety of large and small ensembles.</li> <li>• Improvise a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Perform, read notation, analyze, and identify works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Analyze student writing in Music Journals and Current Events</p>

## Vocal Technique &amp; Performance II

## S2, 4B Grade 9

## Unit 2: Jazz Repertoire

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLs V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> <b>Performing</b> CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>: How do musicians make creative decisions?</p>	<p>Standard Jazz/Blues repertoire Melodies Chord Roots/Progressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of jazz/swing.</li> <li>Preserve draft compositions and improvisations through standard notation, audio, or video recording.</li> <li>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

**Resources:** <https://www.berklee.edu/admissions/undergraduate/practiceexercises>

## Vocal Technique &amp; Performance II      S2, 4B Grade 9      Unit 3: Improvisation

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a</p>	How do musicians improve the quality of their creative work?	Jazz Repertoire Improvisation Solos Jazz traditions and standard practice	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate and refine draft improvisations based on established criteria, including the extent to which they address identified purposes.</li> <li>• Share personally developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.</li> <li>• Create digital portfolio of work.</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection (Music Journals)</p> <p>Performance rubrics</p> <p>Performance documentation</p>

## Vocal Technique &amp; Performance II      S2, 4B Grade 9      Unit 4: Performances



NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p>Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a CA #6: Present MU:Pr6.1.E.8a MU:Pr6.1.E.5b</p>	<p>When is creative work ready to share?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy Expressive Qualities Improvisation Performance</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Share personally developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

## Vocal Technique and Performance I & II: Resources

Sight Singing

King Singers Canons and Rounds

**Resources:** <https://www.berklee.edu/admissions/undergraduate/practiceexercises>

## Chamber Music I

### S1,Block 1 Grade 10 Unit 1: Review Warm-Up & Practice Techniques, Executive Skills

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8)</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> <li>• (Instrumental Track) Play with characteristic tone on their instrument.</li> <li>• (Instrumental Track) Perform contrasting styles of articulation (e.g. legato, staccato, slurs).</li> <li>• Identify and demonstrate basic Laban elements.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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### Chamber Music I

#### S1 Grade 10 Unit 2: Audition Preparations

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2	How do musicians improve the quality	Audition Preparation Tonality	Students will be able to: <ul style="list-style-type: none"> <li>Execute efficient, effective practice</li> </ul>	Observation of daily

9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	of their creative work?  How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?	Meter Form Style Articulation Melodies Chord Roots/Progressions	techniques. <ul style="list-style-type: none"> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Prepare scales for All-South Jersey auditions.</li> </ul>	participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation
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## Chamber Music I

## S1 Grade 10 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music I

## S1 Grade 10 Unit 4: Performance &amp; Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare All-South Jersey solo pieces and perform for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>



WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music I

### S1 Grade 10 Unit 5: Performance & Reflection

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do musicians improve the quality of their performance?  When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?  How do musicians generate creative ideas?  How do musicians make creative decisions?	Technical Accuracy Expressive Qualities Performance	The students will be able to: Creating <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> Performing <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert, recital or in-school performance.</li> </ul>	Concert/Recital  Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	How do musicians improve the quality of their creative work?  When is creative work ready to share?			
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## Chamber Music I: Resources

Rush, S., & Moon, R. (2011). *Habits of a successful musician: A comprehensive curriculum for use during fundamentals time*.  
M. Wilder (Ed.). Chicago, IL: GIA Publications, Inc.

## Chamber Music II

S2 Grade 10

Unit 1: Improvisation and Jazz

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
NJSLS V&PA: The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3 <b>National Core Music Standards:</b> <b>Creating</b> CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan & Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate & Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a	How do musicians generate creative ideas?  How do musicians make creative decisions?  How do musicians improve the quality of their creative work?  When is creative work ready to share?	Improvisation Technical Accuracy Expressive Qualities Music Profession	The students will be able to: Creating <ul style="list-style-type: none"> <li>• Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> <li>• Create digital portfolio of work.</li> <li>• Describe various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections through Music Journals  Peer-evaluations

## Chamber Music II S2, B2 Grade 10 Unit 2: Rehearsal Strategies

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History & Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3  <b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan & Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &	How do musicians generate creative ideas?  How do musicians make creative decisions?  How do musicians improve the quality of their creative work?  When is creative work ready to share?  How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?	Improvisation Arranging Technical Accuracy Expressive Qualities	The students will be able to: <ul style="list-style-type: none"> <li>• Improvise and arrange works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Perform in a variety of large and small ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections  Peer-evaluations

Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a				
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## Chamber Music II

## S2, B2

## Grade 10

## Unit 3: Arranging &amp; Rehearsal

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp; Refine MU:Cr3.1.E.8a</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Improvisation Arranging Composition</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Improvise, arrange and compose works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Respond to repertoire through writing, composing, or other art forms.</li> <li>• Create a rehearsal plan for efficiently improving challenging sections.</li> <li>• Recommend rehearsal techniques and strategies to refine work in student-led ensembles.</li> <li>• Self-assess how they improved individually and in the ensemble.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Peer-evaluations</p>

Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a Performing				
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## Chamber Music II

## S2, B2

## Grade 10

## Unit 4: Performance

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp; Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Improvisation Arranging Composition Technical Accuracy Expressive Qualities Performance</p>	<p>The students will be able to:</p> <p>Performing</p> <ul style="list-style-type: none"> <li>• Perform, read notation, analyze, and identify works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Improvise, arrange and compose works in a variety of basic song forms based on repertoire.</li> <li>• Create a rehearsal plan for efficiently improving challenging sections.</li> <li>• Recommend rehearsal techniques and strategies to refine work in student-led ensembles.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>



CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a CA #6: Present MU:Pr6.1.E.8a MU:Pr6.1.E.5b				
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Chamber Music II    S2, B2    Grade 10    Unit 5: Reflection & Improvement

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLS V&amp;PA:</b> Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3 <b>National Core Music Standards:</b> CA #10: Connecting MU:Cn10.0.H.8a	How do musicians make meaningful connections to creating, performing, and responding?	Improvisation Arranging Composition Performance	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> <li>• Update digital portfolio with current work.</li> <li>• Self-assess and critique work.</li> <li>• Create goals and improvement plan.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

## **Chamber Music II: Resources**

## Vocal Workshop I

### S1 Grade 10 Unit 1: Review Warm-Ups and Practice Techniques, Executive Skills

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance	Students will be able to: <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8)</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> <li>• Describe and identify parts of mouth, throat, and body that contribute to good vocal technique and sound quality.</li> <li>• Demonstrate appropriate posture and breathing techniques.</li> <li>• Focus is placed on increased ability to breathe efficiently while standing, sitting, or moving thereby enabling the student to sing longer phrases and to maintain tone quality.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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Vocal Workshop I

S1 Grade 10 Unit 2: Audition Preparations

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
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9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform the melody, chord roots and at least one harmony for the Star Spangled Banner vocally.</li> <li>• Play an accompaniment for the Star Spangled Banner on piano (Ab Major).</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Prepare scales for All-South Jersey auditions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>
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## Vocal Workshop I

## S1 Grade 10 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop I

## S1 Grade 10 Unit 4: Performance &amp; Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for All-South Jersey auditions by performing for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop I

### S1 Grade 10 Unit 5: Performance & Reflection

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How do musicians improve the quality of their performance?  When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?  How do musicians generate creative ideas?  How do musicians make creative decisions?	Technical Accuracy Expressive Qualities Performance	The students will be able to: Creating <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> Performing <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert or recital.</li> </ul>	Concert/Recital  Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	How do musicians improve the quality of their creative work?  When is creative work ready to share?			
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## Vocal Workshop I: Resources

Andrade, A. (2008). *Absolute beginners: Voice*. New York, NY: Omnibus Media.

## Vocal Workshop II

S2 Grade 10

Unit 1: Improvisation and Jazz

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
NJSLS V&PA: The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3 <b>National Core Music Standards:</b> <b>Creating</b> CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan & Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate & Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a	How do musicians generate creative ideas?  How do musicians make creative decisions?  How do musicians improve the quality of their creative work?  When is creative work ready to share?	Improvisation Technical Accuracy Expressive Qualities Music Profession	The students will be able to: Creating <ul style="list-style-type: none"> <li>• Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> <li>• Create digital portfolio of work.</li> <li>• Describe various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections through Music Journals  Peer-evaluations

Vocal Workshop II      S2, B2      Grade 10      Unit 2: Rehearsal Strategies

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp;</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Improvisation Arranging Technical Accuracy Expressive Qualities</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Improvise and arrange works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Perform in a variety of large and small ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Peer-evaluations</p>

Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a				
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## Vocal Workshop II

S2, B2

Grade 10

## Unit 3: Arranging &amp; Rehearsal

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSL V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp; Refine MU:Cr3.1.E.8a</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Improvisation Arranging Composition</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Improvise, arrange and compose works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Respond to repertoire through writing, composing, or other art forms.</li> <li>• Create a rehearsal plan for efficiently improving challenging sections.</li> <li>• Recommend rehearsal techniques and strategies to refine work in student-led ensembles.</li> <li>• Self-assess how they improved individually and in the ensemble.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Peer-evaluations</p>

Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a Performing				
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## Vocal Workshop II

S2, B2

Grade 10

## Unit 4: Performance

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSL V&amp;PA</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Creating CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp; Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a Performing Common Anchor #4: Select, Analyze, Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Improvisation Arranging Composition Technical Accuracy Expressive Qualities Performance</p>	<p>The students will be able to:</p> <p>Performing</p> <ul style="list-style-type: none"> <li>• Perform, read notation, analyze, and identify works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues.</li> <li>• Improvise, arrange and compose works in a variety of basic song forms based on repertoire.</li> <li>• Create a rehearsal plan for efficiently improving challenging sections.</li> <li>• Recommend rehearsal techniques and strategies to refine work in student-led ensembles.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a CA #6: Present MU:Pr6.1.E.8a MU:Pr6.1.E.5b				
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Vocal Workshop II      S2, B2      Grade 10      Unit 5: Reflection & Improvement

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLS V&amp;PA:</b> Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3 <b>National Core Music Standards:</b> CA #10: Connecting MU:Cn10.0.H.8a	How do musicians make meaningful connections to creating, performing, and responding?	Improvisation Arranging Composition Performance	Students will be able to: <ul style="list-style-type: none"> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> <li>• Update digital portfolio with current work.</li> <li>• Self-assess and critique work.</li> <li>• Create goals and improvement plan.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Self-evaluations Reflections

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b>  The Creative Process  1.1.12.B.1  1.1.12.B.2  History &amp; Culture  1.2.12.A.1  1.2.12.A.2  Performance:  1.3.12.B.1  1.3.12.B.2  1.3.12.B.3  1.3.12.B.4  Critique Methodologies:  1.4.12.B.1  1.4.12.B.2  1.4.12.B.3</p> <p><b>National Core Music Standards:</b>  Creating  CA #1 Imagine  MU:Cr1.1.C.1a  CA #2 Plan and Make  MU:Cr2.1.C.1a  MU:Cr2.1.C.1b  Performing  CA #4 Analyze  MU:Pr4.2.C.1a</p>			<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Compositions</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

Responding CA #7 Analyze MU:Re7.2.C.la CA #10: Connecting MU:Cn10.0.H.8a				
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# Music Theory & Applied Piano I

S2,1A

Grade 10

Unit I: Review &amp; Counterpoint

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4  <b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.Ia CA #2 Plan and Make MU:Cr2.1.C.Ia MU:Cr2.1.C.Ib Performing CA #4 Analyze MU:Pr4.2.C.Ia	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Textbook: Musician's Guide to Theory & Analysis  Review: Ch 3: Major keys pg 45 Ch 5: Minor Keys & Diatonic Modes Ch 6: Intervals Ch 7: Triads Ch 8: Seventh Chords  Ch 9 Species 1 Counterpoint  Ch 10 Melodic & Rhythmic Embellishment in 2-voice composition	Students will be able to: <ul style="list-style-type: none"> <li>• Notate and perform in major keys.</li> <li>• Identify major key signatures and scale degrees.</li> <li>• Notate and perform in minor keys and diatonic modes.</li> <li>• Identify keys and modes in musical works.</li> <li>• Identify intervals.</li> <li>• Identify triad types and learn how they function in musical contexts.</li> <li>• Spell and label 7th chords and identify them in musical contexts.</li> <li>• Connect melodic and harmonic intervals to make two-part, note-to-note counterpoint in strict species.</li> <li>• Embellish two-voice note-to-note counterpoint with <b>passing tones</b>, <b>neighbor tones</b>, <b>consonant skips</b>, and <b>suspensions</b>.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes & Tests

Music Theory & Applied Piano I S2,1A Grade 10 Unit 2: Diatonic Harmony

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a CA #10: Connecting MU:Cn10.0.H.8a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Ch 11 Species to Chorale Style Ch 12: Basic Phrase in SATB Ch 13: Dominant 7th Chords, Pre-dominant, Chorale harmonization</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

Music Theory & Applied Piano I S2,1A Grade 10 Unit 3: Phrase Model

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History &amp; Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a CA #10: Connecting MU:Cn10.0.H.8a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Ch 14: Expanding the phrase 15: Cadences/ Root progressions 16: Embellishing tones</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Perform</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>



NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSL V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History & Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 <b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a Responding CA #7 Analyze MU:Re7.2.C.1a CA #10: Connecting MU:Cn10.0.H.8a	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?  How does understanding the structure and context of music inform a response?  How do musicians make meaningful connections to creating, performing, and responding?	17: Voice-leading chords 18: Phrase structure & Motivic analysis 19: Diatonic sequences	Students will be able to: <ul style="list-style-type: none"> <li>• Compose and notate melodies containing tonic, dominant and subdominant functions in major and minor tonalities.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Compositions  Worksheets  Quizzes

Music Theory &amp; Applied Piano I S2,1A

Grade 10

Unit 5: Secondary Dominants

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLs V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 History & Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 <b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a Responding CA #7 Analyze MU:Re7.2.C.1a CA #10: Connecting MU:Cn10.0.H.8a	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?  How does understanding the structure and context of music inform a response?  How do musicians make meaningful connections to creating, performing, and responding?	20: Secondary Dominant & Leading tone chords 21: Tonicizing Scale degrees other than V	Students will be able to: <ul style="list-style-type: none"> <li>• Perform (vocally, primary instrument, &amp; piano) melodies and corresponding chord roots and progressions that contain primary chord functions in mixolydian and dorian modes.</li> <li>• Compose and notate melodies containing tonic, dominant and subdominant functions in major and minor tonalities.</li> <li>• Perform composed melodies.</li> <li>• Create arrangements for composed melodies.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Compositions  Worksheets  Quizzes

## Music Theory & Applied Piano I: Resources

Musician's Guide to Theory and Analysis

## Chamber Music III

### S1,Block 1 Grade 11 Unit 1: Review Practice Techniques, Executive Skills

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance	Students will be able to: <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8)</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> <li>• (Instrumental Track) Play with characteristic tone on their instrument.</li> <li>• (Instrumental Track) Perform contrasting styles of articulation (e.g. legato, staccato, slurs).</li> <li>• Identify and demonstrate basic Laban elements.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music III

## S1,Block 1 Grade 11 Unit 2: Audition Preparations

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions	Students will be able to: <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Prepare scales for All-South Jersey auditions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music III

## S1,Block 1 Grade 11 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation



WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music III

## S1,Block 1 Grade 11 Unit 4: Performance &amp; Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for All-South Jersey auditions by performing for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Chamber Music III

## S1, Block 1 Grade 11 Unit 5: Performance &amp; Reflection

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	Technical Accuracy Expressive Qualities Performance	<p>The students will be able to:</p> <p>Creating</p> <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert or recital.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Chamber Music III: Resources

Rush, S., & Moon, R. (2011). *Habits of a successful musician: A comprehensive curriculum for use during fundamentals time*.

M. Wilder (Ed.). Chicago, IL: GIA Publications, Inc.

## Vocal Workshop III

### S1, Block 1 Grade 11 Unit 1: Review Practice Techniques, Executive Skills

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance	Students will be able to: <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8)</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> <li>• (Vocal track) Describe and identify parts of mouth, throat, and body that contribute to good vocal technique and sound quality.</li> <li>• (Vocal track) Use voice in a healthy way.</li> <li>• (Vocal track) Diction</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop III

## S1, Block 1 Grade 11 Unit 2: Audition Preparations

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How do musicians improve the quality of their creative work?  How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?	Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions	Students will be able to: <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Prepare scales for All-South Jersey auditions.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation



WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop III

## S1, Block 1 Grade 11 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop III

## S1, Block 1 Grade 11 Unit 4: Performance &amp; Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for All-South Jersey auditions by performing for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop III

## S1, Block 1 Grade 11 Unit 5: Performance &amp; Reflection

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	Technical Accuracy Expressive Qualities Performance	<p>The students will be able to:</p> <p>Creating</p> <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert or recital.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal Workshop III: Resources

## Music History & Analysis

### S1, 2A Grade 11 Unit I: Introduction

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Coursera.org, Introduction to Classical Music</p> <p>Week 1: What is Music?</p> <p>Week 2: How Music Works?</p> <p>Week 3: Sound of Music</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Discriminate among contrasting musical styles and among music of different style periods and composers.</li> <li>Identify and classify musical instruments into instrument families according to their characteristics.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes &amp; Tests</p>



WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music History &amp; Analysis

## S1, 2A Grade 11 Unit 2: Middle Ages, Renaissance

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Khan Academy Instruments of the Orchestra</p> <p>Coursera.org Week 4: Music Back in the Day</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discriminates among contrasting musical styles and among music of different style periods and composers.</li> <li>• Identify the instruments of the orchestra.</li> <li>• Describe the major composers and works of the Middle Ages &amp; Renaissance.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes &amp; Tests</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music History & Analysis

### S1, 2A Grade 11 Unit 3: Baroque Period

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?  How do musicians make meaningful connections to creating, performing, and responding?	Coursera.org Week 5: The Baroque Era  Musician's Guide: Theory & Analysis Ch 24 Invention, Fugue and Baroque Counterpoint (History-Baroque) (p 490)  Ch 25 Variation (p 514) (History Baroque-Classical)	Students will be able to: <ul style="list-style-type: none"> <li>• Discriminates among contrasting musical styles and among music of different style periods and composers.</li> <li>• Identify the instruments of the orchestra.</li> <li>• Describe the major composers and works of the Baroque period.</li> <li>• Analyze Baroque works for harmony and form including invention, fugue and counterpoint.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes & Tests

RST.9-10.2				
RST.9-10.3				
RST.9-10.4				
RST.9-10.5				
RST.9-10.6				
RST.9-10.7				
RST.9-10.8				
RST.9-10.9				
RST.9-10.10				
WHST.9-10.1				
WHST.9-10.2				
WHST.9-10.4				
WHST.9-10.5				
WHST.9-10.6				
WHST.9-10.7				
WHST.9-10.8				
WHST.9-10.9				
WHST.9-10.10				

## Music History &amp; Analysis

## S1,2A Grade 11 Unit 4: The Classical Era

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Coursera.org Week 6: The Classical Era</p> <p>Musician's Guide: Theory &amp; Analysis Ch 32 Sonata, Sonatina, and Concerto (p 663)</p> <p>Masterpieces Old and New (Khan Academy)</p> <ul style="list-style-type: none"> <li>• Beethoven</li> <li>• Tchaikovsky</li> </ul> <p>Ch 28 Vocal Forms (p 569) (Baroque - Romantic) Khan Academy</p> <ul style="list-style-type: none"> <li>• Schumann</li> </ul> <p>Coursera.org Week 7: The Bridge from Classical to Romantic</p> <p>Khan Academy</p> <ul style="list-style-type: none"> <li>• Brahms</li> <li>• Dvorak</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discriminates among contrasting musical styles and among music of different style periods and composers.</li> <li>• Describe the major composers and works of the Classical era.</li> <li>• Analyze Classical works for harmony and form including sonata, sonatina, and concerto.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Compositions</p> <p>Worksheets</p> <p>Quizzes &amp; Tests</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music History & Analysis

### S1,2A Grade 11 Unit 5: Romantic

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How does understanding the structure and context of music inform a response?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Week 8: Romantic Era Ch 33 Rondo, Sonata-Rondo, Large Ternary (p 692) (Classical - Romantic)</p> <p>Masterpieces Old and New (Khan Academy)</p> <ul style="list-style-type: none"> <li>• Brahms</li> <li>• Dvorak</li> <li>• Mahler</li> <li>• Stravinsky</li> <li>• Ravel</li> <li>• Shostakovich</li> <li>• Glass</li> <li>• Zwilich</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the major composers and works of the Romantic era.</li> <li>• Discriminates among contrasting musical styles and among music of different style periods and composers.</li> <li>• Analyze Romantic works for harmony and form including rondo, sonata-rondo, and large ternary.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Compositions</p> <p>Worksheets</p> <p>Quizzes &amp; Tests</p>

RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music History & Analysis

### S1,2A Grade 11 Unit 6: Impressionism & Modernism

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p> <p>How does understanding the structure and</p>	<p>Week 9: Music to the Present</p> <p>Masterpieces Old and New (Khan Academy)</p> <ul style="list-style-type: none"> <li>• Mahler</li> <li>• Stravinsky</li> <li>• Ravel</li> <li>• Shostakovich</li> <li>• Glass</li> <li>• Zwilich</li> </ul> <p>Ch 29 Popular Music (p 593) (Modern)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the major composers and works of the Romantic era.</li> <li>• Discriminates among contrasting musical styles and among music of different style periods and composers.</li> <li>• Analyze Romantic works for harmony and form including rondo, sonata-rondo, and large ternary.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p>

CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	context of music inform a response?  How do musicians make meaningful connections to creating, performing, and responding?			Performance documentation  Compositions  Worksheets  Quizzes & Tests
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## Music History & Analysis: Resources

Coursera.org

Introduction to Classical Music

Craig Wright, Professor of Music at Yale

Musician's Guide to Theory and Analysis

## Music Fundamentals

### S1,2B Grade 10-12 Unit 1: Vocal Executive Skills & Practice Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How does understanding the structure and context of musical works inform performance?	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance Executive Skills & Technique Professional Development	Students will be able to: <ul style="list-style-type: none"> <li>Describe and identify parts of mouth, throat, respiratory system and body that contribute to good vocal technique and sound quality.</li> <li>Develop breath support, vocal placement and use of resonance in a variety of ways that are stylistically appropriate.</li> <li>Use voice in a healthy way.</li> <li>Diction and articulation</li> <li>Perform warm-up exercises alone and with ensemble.</li> <li>Describe and execute efficient, effective practice techniques.</li> <li>Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities in several keys.</li> <li>Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>Describes various professional occupations related to music.</li> <li>Describes requisite skills and training related to various music professions.</li> <li>Identify and demonstrate basic Laban elements.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Analyze student writing in "Music Journals."

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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### Music Fundamentals

#### S1,2B Grade 10-12 Unit 2: Verbal & Symbolic Association

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1	How does	Verbal Association (Tonal	The students will be able to:	Observation of

<p>9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10</p>	<p>understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Solfege) Major Tonality: I, V7 Minor Tonality: i, V7 (Rhythm Syllables) Duple Meter: Macro/Micro beats</p> <p>Symbolic Association: Read and notate tonal and rhythm patterns and melodies</p> <p>Piano: Melodies Chord Roots</p> <p>Suggested Repertoire:</p> <ul style="list-style-type: none"> <li>• Frere Jacques (Maj/Duple)</li> <li>• Theme from Mahler Sym No. 1 Mvt 2 (Min/Dup)</li> <li>• Long, Long Ago (Maj/Duple)</li> <li>• Zum Gali Gali (Min/Dup)</li> </ul> <p>Keys: C Maj/A Min</p>	<ul style="list-style-type: none"> <li>• Perform, vocally and on piano, melodies, and corresponding chord root progressions that contain tonic (I) and dominant (V) functions in major and minor tonalities.</li> <li>• Identify aurally, perform, read, and notate rhythm patterns in duple meter.</li> <li>• Identify aurally, perform, read and notate tonal patterns, and melodic phrases that contain tonic and dominant functions in major and minor tonalities.</li> <li>• Describe and demonstrate basics of proper piano posture and hand position.</li> </ul>	<p>daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests &amp; Quizzes</p>
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## Music Fundamentals

## S1,2B Grade 10-12 Unit 3: Basic Harmony: I, IV, V7

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Verbal Association &amp; Symbolic Association (VA &amp; SA):</p> <p>Tonal Patterns</p> <ul style="list-style-type: none"> <li>Major Tonality: I, V7</li> <li>Minor Tonality: i, V7</li> <li>Resolutions (Inner Harmonies)</li> </ul> <p>Rhythm Patterns</p> <ul style="list-style-type: none"> <li>Duple Meter:               <ul style="list-style-type: none"> <li>Macro/Micro</li> <li>Division/Elongation</li> </ul> </li> <li>Triple Meter               <ul style="list-style-type: none"> <li>Micro/micro</li> <li>Division/Elongation</li> </ul> </li> </ul> <p>Major &amp; Minor Keys:</p> <p>C Maj/A min            G Maj/E min            F Maj/D min</p> <p>Suggested Repertoire:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Perform, vocally and on piano, melodies, corresponding chord roots, resolutions, and chord progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Identify aurally, perform, read, and notate rhythm patterns in duple and triple meter.</li> <li>Identify aurally, perform, read, and notate tonal patterns, and melodic phrase that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Transpose melodies and chord functions to several keys in notation and on piano.</li> <li>Identify and describe the development of short musical ideas in music within simple forms.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Tests &amp; Quizzes</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music Fundamentals

## S1,2B Grade 10-12 Unit 4: Improvisation Readiness

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Improvisation: Tonal Patterns Major Tonality: I, V7 Minor Tonality: i, V7 Rhythm Patterns Duple Meter: Macro/Micro Division/Elongation Triple Meter Micro/micro Division/Elongation  Symbolic Association Tonal Patterns Major Tonality: I, V7 Minor Tonality: i, V7 Rhythm Patterns Duple Meter: Macro/Micro Division/Elongation Triple Meter Micro/micro Division/Elongation	Students will be able to: <ul style="list-style-type: none"> <li>• Perform (vocally and on piano) melodies and corresponding chord progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>• Improvise tonal patterns and rhythm patterns.</li> <li>• Identify and describe the development of short musical ideas in drafts of music within simple forms.</li> <li>• Improvise, read, and notate tonal and rhythm patterns, short melodies, bass lines, and harmonic resolutions in music notation.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Tests & Quizzes

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Music Fundamentals

### S1,2B Grade 10-12 Unit 5: Composition

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	Verbal Association (Tonal Solfege) Major Tonality: I, IV, V7 Minor Tonality: i, iv, V7  Composite Synthesis Reading & Writing Tonal Patterns Tonic, Dominant, Subdominant Rhythm Patterns <ul style="list-style-type: none"> <li>Macro/Micro</li> <li>Division/Elongation</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Perform (vocally, primary instrument, &amp; piano) melodies and corresponding chord root progressions that contain tonic, dominant, and subdominant functions in major and minor tonalities.</li> <li>Read and perform tonal patterns, rhythm patterns, and short melodies with music notation.</li> <li>Notate tonal patterns, rhythm patterns, and short melodies.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes



RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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# Intro to Music Technology

S2, 1B Grade 10-12

## Unit 1: Intro to Music Technology

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating MU:Cr1.1.T.1a Responding MU:Re7.2.T.1a</p>	<p><i>Why and how has technology become inextricably linked to the creation and recording of music, even for acoustic or traditional styles of music?</i></p>	<p>Course overview; Safety and equipment procedures; What is Music Technology?; GarageBand basics</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.</li> <li>• Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Rubrics</p> <p>Quizzes/Tests</p>

Intro to Music Technology

S2, 1B Grade 10

Unit 2: Science of Sound

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p><i>How have inventions related to sound/hearing impacted humans?</i></p>	<p>The Ear Acoustics Frequency Overtones</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify parts of the ear and their function.</li> <li>Describe acoustic qualities.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

Intro to Music Technology

S2, 1B Grade 10

Unit 3: Musical Elements

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p><i>How does understanding the structure and context of musical works inform performance?</i></p>	<p>Song forms, Chords (piano) I, vi, IV, V drum grooves, bass lines</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Test</p>

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p><i>How does sound quality affect our perception of music quality?</i></p>	<p>Mixing; Effects, Volume; Pan; Reverb; Chorus</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to create a standard instrumental and vocal mix.</li> <li>• Identify function of effects.</li> <li>• Demonstrate use of effects.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

NJSLs Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLs V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Microphone qualities Recording techniques Mixing Techniques</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Record a variety of voices and instruments.</li> <li>Identify and select appropriate microphones for recording.</li> <li>Mix and produce their recorded compositions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

## Audition Preparation

### S1,Block 3 Grade 12 Unit 1: Review Practice Techniques, Executive Skills

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Care & Maintenance	Students will be able to: <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4, 3/4, 6/8)</li> <li>• Describes various professional occupations related to music.</li> <li>• Describes requisite skills and training related to various music professions.</li> <li>• (Instrumental Track) Play with characteristic tone on their instrument.</li> <li>• (Instrumental Track) Perform contrasting styles of articulation (e.g. legato, staccato, slurs).</li> <li>• Identify and demonstrate basic Laban elements.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>

WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Audition Preparation

## S1,3 Grade 12 Unit 2: Audition Preparations

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions	Students will be able to: <ul style="list-style-type: none"> <li>• Execute efficient, effective practice techniques.</li> <li>• Demonstrate warm-up techniques.</li> <li>• Perform and read patterns, melodies, and corresponding chord root progressions that contain tonic (I), dominant (V7), and subdominant functions in major and minor tonalities in several keys.</li> <li>• Perform and read patterns, pattern series, and songs in simple duple and triple meters (i.e., 2/4, 4/4)</li> <li>• Perform 3 major-scales in All-State rhythm in appropriate range.</li> <li>• Listen to and assess recordings of All-State Audition piece.</li> <li>• Prepare and perform excerpts of All-State etude.</li> <li>• Prepare scales for All-South Jersey auditions.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Audition Preparation

## S1,3 Grade 12 Unit 3: Ensemble Skills, Rehearsal Techniques

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical styles.</li> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Audition Preparation

### S1,3 Grade 12 Unit 4: Performance & Auditions

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	Technical Accuracy Expressive Qualities Performance Audition Preparation Performance	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for All-South Jersey auditions by performing for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Audition Preparation

### S1,3 Grade 12 Unit 5: Performance & Reflection

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	Technical Accuracy Expressive Qualities Performance	<p>The students will be able to:</p> <p>Creating</p> <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert or recital.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Jury</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Audition Prep: Resources

Rush, S., & Moon, R. (2011). *Habits of a successful musician: A comprehensive curriculum for use during fundamentals time*. M. Wilder (Ed.). Chicago, IL: GIA Publications, Inc.

## Vocal & Instrumental Rehearsal Techniques I

### S1,4 Grade 12 Unit 1: Rehearsal Preparation

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Music Learning Theory: sound before sight</p> <p>Music Learning in Ensemble Settings</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Read and summarize articles</p>



WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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**Vocal & Instrumental Rehearsal Techniques I**  
**S1,4 Grade 12 Unit 2: Effective leadership**

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p><b>Teaching Skills:</b>            Rehearsal techniques; conducting like a teacher; expressivity; engaging students; error detection and aural skills; higher order thinking/performing; comprehensive skills vs. fragile knowledge; realistic aims for your situation; long- and short-term objectives; motivation; building and maintaining relationships; parents; rehearsal environments; divergent learners and teaching situations; peer and cross-age tutoring</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Read and summarize articles</p> <p>Score Study</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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**Vocal & Instrumental Rehearsal Techniques I**  
**S1,4 Grade 12 Unit 3: Leading Rehearsal**

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the quality of their performance?</p>	<p><b>Score Study:</b>            Listening; scanning; reading; specific musical qualities (melodic, harmonic, rhythmic, expressive, phrasal, technical)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Lead warm-up rehearsal (Round 1)</p> <p>Self-assessment and reflection</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal & Instrumental Rehearsal Techniques I

### S1,4 Grade 12 Unit 4: Score Study & Conducting

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p><b>Managing a Music Program</b></p> <p>Website development - purpose and content; technology; instrumental music in the total curriculum; budget; organization; responsibility to the community</p> <p>Conducting</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Score study</p>

RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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**Vocal & Instrumental Rehearsal Techniques I**  
**S1,4 Grade 12 Unit 5: Performance & Reflection**

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Preparing for performance</p> <p>Reflecting on leadership, teaching and performing</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations</p> <p>Reflections</p> <p>Lead rehearsal (Round 2)</p>

WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal & Instrumental Rehearsal Techniques I Resources:

Bluestine, E. *The ways children learn music*. Chicago: GIA Publications Inc.

Weikart, P. S., Boardman, B. & Bryant, E. (2004). *75 Ensemble Warm-Ups: Activities for Bands, Choirs, and Orchestras*. Chicago: GIA Publications, Inc.

Habits of a Successful Musician - Conductor's Edition G-8125

Coursera.org

Music as Biology: What We Like to Hear and Why

Dale Purves, M.D., Duke University

How Music Can Change Your Life

Katrina Skewes McFerran, Professor, The University of Melbourne

## Music Theory & Applied Piano II

S2, 3A      Grade 12 Unit 1: Diatonic Harmony Review

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p>	<p><b>Musicians Guide Chapters: 11-21</b></p> <p><i>Major &amp; Minor Tonality:</i> Key Signatures Primary/Secondary Chords Time signatures/Meter Phrase model Pre-dominants Cadenes Embellishing tones Voice leading chords Diatonic Sequences</p> <p><i>Suggested Time Frame: 4 Weeks</i></p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform melodies and corresponding chord root progressions that contain phrase model chord functions in major and minor tonalities vocally and with piano.</li> <li>• Improvise and compose rhythm patterns in duple and triple meter.</li> <li>• Improvise and compose tonal patterns, and melodic phrase that contain tonic and dominant functions in major and minor tonalities.</li> <li>• Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes/Tests</p>

## Music Theory and Applied Piano II

S2, 3A

Grade 12

## Unit 2: Modulations, Forms

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p><b>Musicians Guide</b> <b>Chapters: 22-24</b> Modulation to closely related keys Pivot chords Binary and Ternary Forms Invention Fugue Baroque Counterpoint</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify modulations, pivot chords.</li> <li>• Identify and analyze form (i.e., binary, ternary, fugue).</li> <li>• Perform (vocally &amp; piano) melodies and corresponding chord root progressions that contain modulation and pivot chords in major and minor tonalities.</li> <li>• Improvise rhythm patterns in duple and triple meter.</li> <li>• Improvise tonal patterns, and melodic phrase that contain tonic and dominant functions in major and minor tonalities.</li> <li>• Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</li> <li>• Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

## Music Theory and Applied Piano II

S2, 3A

Grade 12

## Unit 3: Variation, Modal Mixture, 6th Chords

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p><b>Musicians Guide</b> <b>Chapters: 25-27</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p>

## Music Theory and Applied Piano II

S2, 3A

Grade 12

## Unit 4: Vocal &amp; Popular Music, Chromatic Harmony

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4  <b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a	How does understanding the structure and context of musical works inform performance?  How do musicians make creative decisions?	<b>Musicians Guide Chapters: 28-30</b>	Students will be able to: •	Observation of daily participation and performance in class.  Observation of solo performance.  Performance rubrics  Performance documentation  Worksheets  Quizzes

## Music Theory &amp; Applied Piano II S2, 3A

Grade 12

## Unit 5: Chromatic Modulation, Forms

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p><b>Musicians Guide Chapters: 31-33</b></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p> <p>Tests</p> <p>Final Exam</p>

## Music Theory & Applied Piano II Resources:

Clendinning, J. P., & Marvin, E. W. (2016). *The musician's guide to theory and analysis (3rd ed.)*. New York, NY: W. W. Norton.

## Advanced Music Technique

**S2, 3B****Grade 12****Unit 1:**

<b>NJSLS Visual and Performing Arts; National Core Music Standards</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
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<p><b>NJSLS V&amp;PA:</b>  Performance:  1.3.12.B.1  1.3.12.B.2  1.3.12.B.3  1.3.12.B.4  Critique Methodologies:  1.4.12.B.1  1.4.12.B.2  1.4.12.B.3</p> <p><b>National Core Music Standards:</b>  Performing  Common Anchor #4:  Select, Analyze, Interpret  MU:Pr4.1.E.8a  MU:Pr4.2.E.5a  MU:Pr4.3.E.8a</p>	<p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Tonality  Meter  Form  Style  Articulation  Melodies  Chord Roots/Progressions  Care &amp; Maintenance</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to care for their instrument through regular required maintenance.</li> <li>• Move, sing, play, improvise, and read notation for macro/micro beat patterns, pattern series, and songs in duple and triple meter, including 2/4, 4/4, 3/4, and 6/8 time signatures.</li> <li>• (Instrumental Track) Play with characteristic tone on their instrument.</li> <li>• (Instrumental Track) Perform contrasting styles of articulation (e.g. legato, staccato, slurs).</li> <li>• (Vocal track) Describe and identify parts of mouth, throat, and body that contribute to good vocal technique</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p>
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# Advanced Music Technique

S2, 3B

Grade 12

Unit 2:

NJSL Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSL V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> <b>Creating</b> CA #1: Imagine MU:Cr1.1.E.8a CA #2: Plan &amp; Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate &amp; Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a</p> <p><b>Performing</b> CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p>	<p>Informal Music Learning Arranging Audition Preparation Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Move, sing, play, improvise, and read notation for macro/micro beat patterns, pattern series, and songs in duple and triple meter, including 2/4, 4/4, 3/4, and 6/8 time signatures.</li> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Sing, play, improvise, and read notation for melodies and accompaniments with Tonic, Dominant, harmonies in Concert Bb, Eb, F Major and G, C, D Harmonic Minor.</li> <li>• Develop musical independence by rehearsing and performing in small,</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Self-assessment and reflection</p> <p>Performance rubrics</p> <p>Performance documentation</p>

MU:Pr4.2.E.5a MU:Pr4.3.E.8a			student-led ensembles.	
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## Advanced Music Technique

**S2, 3B**

**Grade 12**

## Unit 3 : Ensemble Skills, Rehearsal Techniques

<b>NJSLS Visual and Performing Arts; National Core Music Standards</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
<b>NJSLS V&amp;PA:</b> History & Culture 1.2.12.A.1 1.2.12.A.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Aesthetic Response 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3  <b>National Core Music Standards:</b> Performing CA #4: Select, Analyze, Interpret MU:Pr4.1.E.8a	How do performers select repertoire?  How does understanding the structure and context of musical works inform performance?  How do performers interpret musical works?  How do musicians improve the quality of their performance?	Audition Preparation Prepare for performance Tonality Meter Form Style Articulation Melodies Chord Roots/Progressions Blend/Balance Intonation Dynamics Interpretation	Students will be able to: <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Perform in a variety of ensembles.</li> <li>• Develop musical independence by performing in small, student-led ensembles.</li> <li>• Analyze works by paying particular attention to style, form, tonality, and meter.</li> <li>• Connect repertoire to history and culture of the composer and piece.</li> <li>• Interpret work by listening to and analyzing other works with similar musical</li> </ul>	Observation of daily participation and performance in class.  Observation of solo performance.  Self-assessment and reflection  Performance rubrics  Performance documentation

MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a			<p>styles.</p> <ul style="list-style-type: none"> <li>• Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</li> <li>• Self-assess how they improved individual parts and ensemble as a whole.</li> </ul>	
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### Advanced Music Technique

S2, 3B

Grade 12

### Unit 4: Recital or Jury preparations

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p>Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> Performing CA #4: Select, Analyze,</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p>	<p>Technical Accuracy Expressive Qualities Performance Audition Preparation Performance</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare for All-South Jersey auditions by performing for peers.</li> <li>• Critique peers using constructive criticism and rubrics.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

Interpret MU:Pr4.1.E.8a MU:Pr4.2.E.5a MU:Pr4.3.E.8a CA #5: Rehearse, Evaluate, Refine MU:Pr5.3.E.8a CA #6: Present MU:Pr6.1.E.8a MU:Pr6.1.E.5b			varied repertoire of music representing diverse cultures and styles. • Demonstrate an understanding of the context of the music through prepared and improvised performances	
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## Advanced Music Technique

S2, 3B

Grade 12

Unit 5: Performance

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p>The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4 Critique Methodologies: 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3</p> <p><b>National Core Music Standards:</b> <b>Creating</b> CA #1: Imagine MU:Cr1.1.E.8a</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p>	<p>Technical Accuracy Expressive Qualities Performance</p>	<p>The students will be able to:</p> <p>Creating</p> <ul style="list-style-type: none"> <li>Improvise works in a variety of basic song forms including, but not limited to AB, ABA, AABA and 12-bar Blues based on current repertoire.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>Read notation and analyze works in a variety of basic song forms and styles based on repertoire.</li> <li>Perform in a local concert or recital.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p>

CA #2: Plan & Make MU:Cr2.1.E.8a MU:Cr2.1.E.8b CA #3: Evaluate & Refine MU:Cr3.1.E.8a Present MU:Cr3.2.E.8a	How do musicians improve the quality of their creative work?  When is creative work ready to share?			
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## Advanced Music Technique Resources:

**Course: Audition Preparation & Professional Development S1    Grade 12    Unit 1: Professional Development**

NJSLS Visual and Performing Arts; National Core Music Standards	Essential Questions	Content	Skills	Assessment
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p>	<p>Resume writing Portfolio</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Write a resume that describes their professional experiences.</li> <li>• Update artistic portfolio.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Composition Rubrics</p> <p>Document song drafts</p>

**Course: Audition Preparation & Professional Development S1    Grade 12    Unit 2: Social Media & Your Brand**

<b>NJSLS Visual and Performing Arts; National Core Music Standards</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Promoting work through social media Social media safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Promote work (performances, compositions) through social media and websites.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

**Course: Audition Preparation & Professional Development S1    Grade 12    Unit 3: Audition Preparation**

<b>NJSLS Visual and Performing Arts; National Core Music Standards</b>	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessment</b>
<p><b>NJSLS V&amp;PA:</b> The Creative Process 1.1.12.B.1 1.1.12.B.2 Performance: 1.3.12.B.1 1.3.12.B.2 1.3.12.B.3 1.3.12.B.4</p> <p><b>National Core Music Standards:</b> Creating CA #1 Imagine MU:Cr1.1.C.1a CA #2 Plan and Make MU:Cr2.1.C.1a MU:Cr2.1.C.1b Performing CA #4 Analyze MU:Pr4.2.C.1a</p>	<p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians make creative decisions?</p>	<p>Audition preparation Music Theory Review</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare solo piece for All-South Jersey auditions.</li> <li>• Prepare scales for All-South Jersey auditions.</li> <li>• Prepare for college auditions.</li> <li>• Prepare for college entrance exams.</li> </ul>	<p>Observation of daily participation and performance in class.</p> <p>Observation of solo performance.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Worksheets</p> <p>Quizzes</p>

**Vocal & Instrumental Rehearsal Techniques II**



**S1,4 Grade 12 Unit 1: Review steps to improvisation**

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Preparing for performance</p> <p>Reflecting on leadership, teaching and performing</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Lead rehearsal (Round 2)</p>

WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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## Vocal & Instrumental Rehearsal Techniques II

### S1,4 Grade 12 Unit 2:

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians</p>	<p>Preparing for performance</p> <p>Reflecting on leadership, teaching and performing</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Lead rehearsal (Round 2)</p>

RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	improve the quality of their creative work?  When is creative work ready to share?			
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## Vocal & Instrumental Rehearsal Techniques II

### S1,4 Grade 12 Unit 3:

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4	How do musicians improve the quality of their performance?  When is a performance judged ready to present?  How do context and the manner in which musical work is presented influence audience response?	Preparing for performance  Reflecting on leadership, teaching and performing	The students will be able to: <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	Concert/Recital  Observation of daily participation and performance in class.  Performance rubrics  Performance documentation

CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	How do musicians generate creative ideas?  How do musicians make creative decisions?  How do musicians improve the quality of their creative work?  When is creative work ready to share?			Self-evaluations Reflections  Lead rehearsal (Round 2)
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## Vocal & Instrumental Rehearsal Techniques II

### S1,4 Grade 12 Unit 4:

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6	How do musicians improve the quality of their performance?  When is a	Preparing for performance  Reflecting on leadership, teaching and performing	The students will be able to: <ul style="list-style-type: none"> <li>Lead and perform warm-up exercises with ensemble.</li> <li>Perform warm-up exercises alone and with ensemble.</li> <li>Describe and execute efficient,</li> </ul>	Concert/Recital  Observation of daily participation and

9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10	<p>performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>		<p>effective practice techniques.</p> <ul style="list-style-type: none"> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations Reflections</p> <p>Lead rehearsal (Round 2)</p>
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## Vocal & Instrumental Rehearsal Techniques II

### S1,4 Grade 12 Unit 5:

CTE Proficiencies	Essential Questions	Content	Skills	Assessment
9.2.12.C.1 9.2.12.C.2 9.2.12.C.3 9.2.12.C.4 9.2.12.C.5 9.2.12.C.6 9.2.12.C.7 9.2.12.C.8 9.2.12.C.9 9.3.12.AR- PRF.1 9.3.12.AR- PRF.3 9.3.12.AR- PRF.4 CRP 1 CRP 2 CRP 3 CRP 4 CRP 5 CRP 6 CRP 7 CRP 8 CRP 9 CRP 10 RST.9-10.1 RST.9-10.1 RST.9-10.2 RST.9-10.3 RST.9-10.4 RST.9-10.5 RST.9-10.6 RST.9-10.7 RST.9-10.8 RST.9-10.9 RST.9-10.10 WHST.9-10.1 WHST.9-10.2 WHST.9-10.4 WHST.9-10.5 WHST.9-10.6	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p> <p>How do context and the manner in which musical work is presented influence audience response?</p> <p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p> <p>How do musicians improve the quality of their creative work?</p> <p>When is creative work ready to share?</p>	<p>Preparing for performance</p> <p>Reflecting on leadership, teaching and performing</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Lead and perform warm-up exercises with ensemble.</li> <li>• Perform warm-up exercises alone and with ensemble.</li> <li>• Describe and execute efficient, effective practice techniques.</li> <li>• Describes various professional occupations related to teaching music.</li> <li>• Describes requisite skills and training related to teaching music.</li> <li>• Identify and demonstrate basic Laban elements through conducting.</li> </ul>	<p>Concert/Recital</p> <p>Observation of daily participation and performance in class.</p> <p>Performance rubrics</p> <p>Performance documentation</p> <p>Self-evaluations</p> <p>Reflections</p> <p>Lead rehearsal (Round 2)</p>

WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.9-10.10				
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