



West Windsor-Plainsboro Regional School District  
String Ensemble  
Grade 9-12

## Unit 1: Theory & Musicology

**Content Area: Music**

**Course & Grade Level: String Ensemble, Grade 9-12**

### Summary and Rationale

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.

In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.

This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.

The four units in this course will weave together technique, musicianship, and the development of aesthetic awareness in tandem throughout the year. The first unit, theory and musicology, will encompass the building blocks of music as they occur in works performed throughout the year. This includes concepts such as melody, harmony, rhythm, texture, timbre, and tempo. Discussion topics will also include historical, geopolitical, cultural, and other contexts related to studied works.

### Recommended Pacing

180 days

### New Jersey Student Learning Standards for Visual & Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Cr1	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

#### Performing

CPI #	Cumulative Progress Indicator (CPI)
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1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Music translates thoughts into sound.</li> <li>● Music conveys ideas and emotions tied to our lived experiences.</li> <li>● Music conveys ideas across cultures, regions, and generations.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Where does music come from?</li> <li>● How does music reflect the human condition?</li> <li>● How does music connect audiences across diverse cultures?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Compose melodies based on styles represented in concert repertoire and other music studied in class using diatonic, pentatonic, whole tone, and chromatic modes.</li> <li>● Create arrangements based on selected repertoire from a variety of genres, contexts, and cultures.</li> <li>● Demonstrate competency with digital recording technologies.</li> <li>● Refine and expand compositions.</li> <li>● Add or refine expressive markings to existing compositions studied in class.</li> </ul> <p><b>When PERFORMING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Sight read using resources that offer feedback for improvement.</li> <li>● Discuss in class, and present during concerts, the history, context, and rationale for chosen repertoire.</li> <li>● Discuss structure and harmonic elements within musical works using established criteria and terminology.</li> <li>● Analyze and execute advanced rhythmic concepts found in a variety of literature, such as syncopation, hemiola, mixed and multi meter, as well as simple, compound, duple, and triple meter.</li> <li>● Identify phrases in literature and draw conclusions which inform expressive and technical choices in performance.</li> <li>● Develop sight-reading and ear training skills.</li> <li>● Play all two-octave major and minor scales.</li> <li>● Play selected three-octave scales.</li> </ul> <p><b>When RESPONDING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Expand their musical horizons by critically listening to and evaluating unfamiliar musical works.</li> <li>● Choose pieces of music based on a given topic or theme, and evaluate existing programs to examine the link between works, composers, and a concert program.</li> <li>● Perceive, analyze, and critique works using musical terminology and descriptive language.</li> <li>● Observe and discuss the way a composer's use of harmony and structure affects the audience's perception of a musical work.</li> <li>● Identify and define phrases and ideas within a musical work, and describe the corresponding musical intent.</li> <li>● Identify and describe the era/period, style, geo-historical context, and other influential factors surrounding a musical work.</li> <li>● Use research to justify and inform interpretive choices when preparing a musical performance.</li> <li>● Follow the conductor with regard to ensemble unity, phrasing, articulation, and interpretation.</li> <li>● Evaluate their own playing with respect to intonation, tone, tempo, and rhythm.</li> <li>● Critique their concert performances through the use of an assessment form.</li> </ul> <p><b>When CONNECTING, students will know and be able to</b></p>	

- Seek help and instruction from teachers classmates on reading and performance skills.
- Understand and employ basic theory concepts such as scales, key signature, time signature, and structure when analyzing sight reading excerpts, research pieces, and concert repertoire.
- Identify historical and cultural contexts of their concert repertoire and articulate how knowledge of these contexts informs their perception and performance of the works.
- Select individual composers, periods, or cultures to examine in relation to the connection between art and concurrent local and global events.
- Build connections to and advocate for the arts by performing for family, friends, and the community.

<b>Evidence of Learning</b>
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<b>Assessment</b>
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Teacher created assessments
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<b>Resources</b>
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<b>Core Text:</b>
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<b>Unit 2: Technique</b>	
<b>Content Area: Music</b>	
<b>Course &amp; Grade Level: String Ensemble, Grade 9-12</b>	
<b>Summary and Rationale</b>	
<p>“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato</p> <p>Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.</p> <p>In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.</p> <p>This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.</p> <p>The four units in this course will weave together technique, musicianship, and the development of aesthetic awareness in tandem throughout the year. The second unit, technique, focuses on the fundamental skills which enable a musician to express him or herself through their instrument. These concepts can be split into two categories: individual technique and ensemble technique. Both of these categories represent a lifelong path for musicians at all levels of experience, skill, and commitment. Individual technique consists of the discrete skills associated with sound production. These include but are not limited to: posture, finger placement and dexterity, bow hold, tone production, articulation, and dynamic range. Ensemble skills focus on group awareness, the ability to follow the conductor and section leader, pitch adjustment and matching, blending, and balance. All of these skills in conjunction create the instrumental vocabulary through which musicians are able to speak the expressive language of instrumental music. As such, success in an orchestral setting and in this course is contingent upon the continued development and honing of technique at all ability levels.</p>	
<b>Recommended Pacing</b>	
180 days	
<b>New Jersey Student Learning Standards for Visual &amp; Performing Arts</b>	
<b>Creating</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
<b>Performing</b>	
CPI #	Cumulative Progress Indicator (CPI)

1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	

NJLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Music as a curated form of expression creates an intangible link between performers and listeners.</li> <li>● Authenticity, reflection, and connection empower music as an art form.</li> <li>● Music conveys ideas and emotions tied to our lived experiences.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do performers and audiences connect?</li> <li>● What makes music successful?</li> <li>● How does music reflect the human condition?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Rehearse their own compositions individually and with classmates.</li> <li>● Create and share recordings with peers and instructors.</li> </ul> <p><b>When PERFORMING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Sight reading using resources that offer feedback for improvement.</li> <li>● Analyze and execute advanced rhythmic concepts found in a variety of literature, such as syncopation, hemiola, mixed and multi meter compositions, as well as simple, compound, duple, and triple meter.</li> <li>● Demonstrate proper performance practice such as articulation, bowing, and style, based on the genre and context of selected repertoire.</li> <li>● Develop and refine ensemble skills including coordination, expression, communication, and synergy.</li> <li>● Describe and execute changes in sound via bow placement, angle, weight, and speed.</li> <li>● Identify phrases in literature and draw conclusions which inform expressive and technical choices in performance.</li> <li>● Develop sight-reading and ear training skills.</li> <li>● Set up their own instruments by rosinning the bow, affixing the shoulder rest, adjusting the endpin, and tuning with both the fine tuners and pegs.</li> <li>● Demonstrate proficient posture and positioning with regard to left hand and wrist, body contact points, and instrument orientation.</li> <li>● Play all two-octave major and minor scales.</li> <li>● Play selected three-octave scales.</li> <li>● Prepare and perform études, solo literature, and ensemble literature independently and in class.</li> <li>● Identify and execute shifts to and from third position.</li> <li>● Demonstrate and maintain proper bow hold.</li> <li>● Execute fundamental articulations such as: legato, staccato, détaché and tenuto.</li> <li>● Prepare and perform small ensemble or solo music during LABs and ensembles.</li> </ul> <p><b>When RESPONDING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Follow the conductor with regard to ensemble unity, phrasing, articulation, and interpretation.</li> <li>● Evaluate their own playing with respect to intonation, tone, tempo, and rhythm.</li> <li>● Critique their concert performances through the use of an assessment form.</li> </ul> <p><b>When CONNECTING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Rehearse in student-led small groups and sectionals.</li> <li>● Develop leadership skills when working in small sectional groups.</li> <li>● Seek help and instruction from classmates and teachers on music reading and performance skills.</li> <li>● Understand and employ basic theory concepts such as scales, key signature, time signature, and structure when analyzing sight reading excerpts, research pieces, and concert repertoire.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
Teacher created assessments	



<b>Resources</b>
<b>Core Text:</b>

### Unit 3: Musicality & Interpretation

**Content Area: Music**

**Course & Grade Level: String Ensemble, Grade 9-12**

#### Summary and Rationale

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.

In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.

This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.

The four units in this course will weave together technique, musicianship, and the development of aesthetic awareness in tandem throughout the year. The third unit, musicality and interpretation, will encourage students to go beyond the foundational elements of performance and incorporate such high-level elements as expression, emotion, and artistry into their playing. Students will develop decision-making skills as they learn how to make interpretive choices based on the style, context, and form of the music. They will also learn how to make collaborative musical decisions with the ensemble. This unit will build upon the foundational skills developed in Unit 2 (Technique) but will run concurrently to that unit, as the both technical and interpretive skills should be developed simultaneously.

#### Recommended Pacing

180 days

#### New Jersey Student Learning Standards for Visual & Performing Arts

##### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.3C.12prof.Cr1	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Our response to music is affected by both the music itself and by our personal experiences and tastes.</li> <li>● Authenticity, reflection, and connection empower music as an art form.</li> <li>● Music conveys ideas and emotions tied to our lived experiences.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What factors affect how we respond to music?</li> <li>● What makes music successful?</li> <li>● How does music reflect the human condition?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Compose melodies based on styles represented in concert repertoire and other music studied in class using diatonic, pentatonic, whole tone, and chromatic modes.</li> <li>● Create arrangements based on selected repertoire from a variety of genres, contexts, and cultures.</li> <li>● Refine and expand compositions.</li> <li>● Add or refine expressive markings to existing compositions studied in class.</li> <li>● Rehearse their own compositions both individually and with classmates.</li> <li>● Create and share recordings with peers and instructors.</li> </ul> <p><b>When PERFORMING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Discuss in class, and present during concerts, the history, context, and rationale for chosen repertoire.</li> <li>● Discuss structure and harmonic elements within musical works using established criteria and terminology.</li> <li>● Demonstrate proper performance practice such as articulation, bowing, and style, based on the genre and context of selected repertoire.</li> <li>● Prepare and perform selected musical repertoire in public for family, friends, and the community.</li> <li>● Develop and refine ensemble skills including coordination, expression, communication, and synergy.</li> <li>● Describe and execute changes in sound via bow placement, angle, weight, and speed.</li> <li>● Identify phrases in literature and draw conclusions which inform expressive and technical choices in performance.</li> <li>● Execute fundamental articulations such as: legato, staccato, detaché and tenuto.</li> <li>● Prepare and publicly perform selected musical repertoire for family and community.</li> <li>● Prepare and perform small ensemble or solo music during LABs and ensembles.</li> </ul> <p><b>When RESPONDING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>● Expand their musical horizons by critically listening to and evaluating unfamiliar musical works.</li> <li>● Choose pieces of music based on a given topic or theme, and evaluate existing programs to examine the link between works, composers, and a concert program.</li> </ul>	

- Observe and discuss the way a composer's use of harmony and structure affects the audience's perception of a musical work.
- Identify and define phrases and ideas within a musical work, and describe the corresponding musical intent.
- Identify and describe the era/period, style, geo-historical context, and other influential factors surrounding a musical work.
- Use research to justify and inform interpretative choices when preparing a musical performance.
- Evaluate their own playing with respect to intonation, tone, tempo, and rhythm.
- Perceive, analyze, and respond to performances attended and heard in class and on field trips using musical terminology and descriptive language.
- Critique their concert performances through the use of an assessment form.

**When CONNECTING, students will know and be able to**

- Rehearse in student-led small groups and sectionals.
- Develop leadership skills when working in small sectional groups.
- Seek help and instruction from classmates and teachers on music reading and performance skills.
- Understand and employ basic theory concepts such as scales, key signature, time signature, and structure when analyzing sight reading excerpts, research pieces, and concert repertoire.
- Identify historical and cultural contexts of their concert repertoire and articulate how knowledge of these contexts informs their perception and performance of the works.
- Select individual composers, periods, or cultures to examine in relation to the connection between art and concurrent local and global events.
- Build connections to and advocate for the arts by performing for family, friends, and the community.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

**Unit 4: Performance Practice**

**Content Area: Music**

**Course & Grade Level: String Ensemble, Grade 9-12**

**Summary and Rationale**

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Music is an expressive, living art form which connects composers, performers, and audiences across humanity’s varied cultures, regions, and epochs. The ensemble experience offers an opportunity for students to grow individually and as members of a collaborative community. Through the performance process, students will learn to think critically about art, expression, identity, and the world around them. To empower a new generation of mindful global citizens, this course aims to provide the tools necessary to develop artistic literacy in and beyond the classroom.

In pursuit of these goals, students will make observations about music using a vocabulary of musical terms and an understanding of the creative process. The critical thinking skills and pedagogy presented in this course will help learners develop analytical skills applicable to both the visual and performing arts and to other content areas.

This course nurtures the understanding of music as a form of expression through performance. Rehearsals, group lessons, and performances will address instrumental technique as well as music knowledge, history, and appreciation. Students will explore a variety of musical traditions and evaluate their efficacy as a means of communication and introspection.

The four units in this course will weave together technique, musicianship, and the development of aesthetic awareness in tandem throughout the year. The fourth unit will connect the other three units by encouraging students to react and develop as artist musicians. This is a unit that will focus on the ensemble as opposed to the individual. Students will develop an opinion of art music by experiencing different musical ideas and genres. “You need all of the techniques of the world to produce one beautiful note.”<sup>1</sup> One must experience many forms of music to develop an opinion of art music and music literature. Working as an ensemble is a holistic endeavor and the culmination of music expression and artistic communication. Students will combine historical accuracy and performance tradition with score study to inform performances. The unit will also address rehearsal and performance etiquette and social decorum.

<sup>1</sup>François Rabbath

**Recommended Pacing**

180 days

**New Jersey Student Learning Standards for Visual & Performing Arts**

**Creating**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cr1	Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
1.3C.12prof.Cr2	Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr5	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
1.3C.12prof.Re8	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12prof.Re9	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3C.12prof.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
1.3C.12prof.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
<b>New Jersey Student Learning Standards for Technology</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
<b>Interdisciplinary Standards (ELA)</b>	
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Music as a curated form of expression creates an intangible link between performers and listeners.</li> <li>• Authenticity, reflection, and connection empower music as an art form.</li> <li>• Music conveys ideas and emotions tied to our lived experiences.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do performers and audiences connect?</li> <li>• What makes music successful?</li> <li>• How does music reflect the human condition?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>• Compose melodies based on styles represented in concert repertoire and other music studied in class using diatonic, pentatonic, whole tone, and chromatic modes.</li> <li>• Create arrangements based on selected repertoire from a variety of genres, contexts, and cultures.</li> <li>• Demonstrate competency with digital recording technologies.</li> <li>• Refine and expand compositions.</li> <li>• Add or refine expressive markings to existing compositions studied in class.</li> <li>• Rehearse their own compositions both individually and with classmates.</li> <li>• Create and share recordings with peers and/or instructors.</li> </ul> <p><b>When PERFORMING, students will know and be able to</b></p> <ul style="list-style-type: none"> <li>• Sight read using resources that offer feedback for improvement.</li> <li>• Discuss in class, and present during concerts, the history, context, and rationale for chosen repertoire.</li> <li>• Analyze and execute advanced rhythmic concepts found in a variety of literature, such as syncopation, hemiola, mixed and multi meter compositions, as well as simple, compound, duple, and triple meter.</li> <li>• Demonstrate proper performance practice such as articulation, bowing, and style, based on the genre and context of selected repertoire.</li> <li>• Prepare and perform selected musical repertoire in public for family, friends, and the community.</li> <li>• Develop and refine ensemble skills including coordination, expression, communication, and synergy.</li> <li>• Describe and execute changes in sound via bow placement, angle, weight, and speed.</li> <li>• Identify phrases in literature and draw conclusions which inform expressive and technical choices in performance.</li> <li>• Develop sight-reading and ear training skills.</li> <li>• Set up their own instruments by rosinning the bow, affixing the shoulder rest, adjusting the endpin, and tuning with both the fine tuners and pegs.</li> <li>• Demonstrate proficient posture and positioning with regard to left hand and wrist, body contact points, and instrument orientation.</li> </ul>	



- Play all two-octave major and minor scales.
- Play selected three-octave scales.
- Identify and execute shifts to and from third position.
- Demonstrate and maintain proper bow hold.
- Execute fundamental articulations such as: legato, staccato, detaché and tenuto.
- Prepare and publicly perform selected musical repertoire for family and community.
- Prepare and perform small ensemble or solo music during LABs and ensembles.

**When RESPONDING, students will know and be able to**

- Expand their musical horizons by critically listening to and evaluating unfamiliar musical works.
- Choose pieces of music based on a given topic or theme, and evaluate existing programs to examine the link between works, composers, and a concert program.
- Identify and define phrases and ideas within a musical work, and describe the corresponding musical intent.
- Identify and describe the era/period, style, geo-historical context, and other influential factors surrounding a musical work.
- Use research to justify and inform interpretative choices when preparing a musical performance.
- Follow the conductor with regard to ensemble unity, phrasing, articulation, and interpretation.
- Evaluate their own playing with respect to intonation, tone, tempo, and rhythm.
- Perceive, analyze, and respond to performances attended and heard in class and on field trips using musical terminology and descriptive language.
- Critique their concert performances through the use of an assessment form.

**When CONNECTING, students will know and be able to**

- Rehearse in student-led small groups and sectionals.
- Develop leadership skills when working in small sectional groups.
- Seek help and instruction from classmates on reading and performance skills.
- Identify historical and cultural contexts of their concert repertoire and articulate how knowledge of these contexts informs their perception and performance of the works.
- Select individual composers, periods, or cultures to examine in relation to the connection between art and concurrent local and global events.
- Build connections to and advocate for the arts by performing for family, friends, and the community.

**Evidence of Learning**

**Assessment**

Teacher created assessments

**Resources**

**Core Text:**

