

CURRICULUM GUIDE
VISUAL/PERFORMING ARTS DEPT.

COURSE:	Orchestra
Grades:	9 - 12
ADOPTED DATE:	JUNE, 2015
UPDATED:	DECEMBER 18, 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially as well as contribute as responsible and productive citizens of our global community.

Mission Statement **Visual & Performing Arts**

The Township of Union Visual & Performing Arts Department strives:
To create an arts' community that is rich with cultural, social & intellectual diversity..... And, through collaborative partnerships between teachers, parents and members of the community at large, offer substantive art & music instruction and diverse artistic and performance opportunities for students of all ages.

Arts Vision Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

OVERVIEW OF CURRICULUM GUIDE

This curriculum guide includes weekly lesson plans, proficiency levels, materials and assessment standards.

These areas are addressed by grade levels nine through twelve. The plans are structured through the academic year with guidelines of when each element of music is taught and which topics are included. Music educators are responsible for creating effective lessons designed to accommodate all learning levels for all students in our district. Core Curriculum Content Standards for the State of New Jersey are noted for each area of learning and are subject to alterations as Standards are revised. New Jersey Student Learning Standards are included and noted.

Areas of content include the elements of music: expression, rhythm, form, melody, tempo, harmony dynamics, texture and timbre. A focus is also made on proper instrumental playing technique including posture, hand position, articulation, bow techniques and shifting techniques. Elements of music theory including key signatures, scales, form and transpositions are also included. Music history and cultural connections as well as reading skills are documented in the written plans. All New Jersey Student Learning Standards are noted at the end of each lesson. Assessment tools for each lesson are located at the end of the activities.

Purpose

The purpose of this guide is to present a sequential plan in the area of Orchestra. This performance-based curriculum guide includes lessons in creating, performing and critiquing Orchestra literature, as well as historical and cultural aspects of the performance genre. Each lesson is designed to allow students to experience skill building, personal experience and self-confidence in all areas of performance.

This guide may be revised as specified to meet the standards and provide optimal educational opportunities. Modifications or adaptations can be utilized to promote differentiated learning for all students. This Orchestra curriculum guide accommodates and empowers a multitude of learning styles and abilities. The sequential format of skill-building lessons will provide the basis for continuity, understanding and accomplishment in the area of performing arts.

New Jersey Student Learning Standards

Standard 9

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

CRP1. Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others

and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, changes. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11, Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Materials

This guide is sequenced in weekly lessons outlined by the New Jersey New Jersey Student Learning Standards.

1. *Essential Elements String Method: Essential Technique for Strings Method Book*
2. *Selections from Harry Potter* (John Williams, arr. Mike Story)
3. *Jupiter: Bringer of Jollity* (Gustav Holst)
4. *Barrage: Vagabond Tales* (video)
5. *Blast* (video)
6. *Stomp: Live* (video)
7. *Pulse: A Stomp Odyssey* (video)
8. *Bond: Live* (video)
9. *Barrage: World on Stage* (video)

List of Possible Orchestra Projects

1. *Composition project* – Students will view a video *Barrage: The World on Stage* (A Touring String Group). *Barrage* is a group of string players featuring fiddle music from around the world. Students will be broken into groups and assigned the task of constructing their own string instruments using non-traditional items based on the ideas used *Barrage*. Students will be expected to notate and perform their composition for two test grades on day 5. This project can be extended for an additional week should students require additional time for construction. (*New Jersey Student Learning Standards 1.1, 1.2, 1.3, 1.4*)
2. *Videos* – *Bond: Live; BLAST!; Barrage: Vagabond Tales; Pulse: A Stomp Odyssey*: The purpose of these videos is to expose students to a variety of musical styles, in addition to orchestral string playing. Exposure to a variety of types of music is essential to the growth of any musician, particularly one in such a diverse school setting. From time to time, the class may also watch additional musical presentations as the instructor sees fit. (*New Jersey Student Learning Standards 1.1, 1.2, 1.3, 1.4*)

Repertoire List

Below is a list of possible pieces for both full and string orchestra that can be programmed on future concerts:

Canon in D

Country Wedding from the Moldau

Santa's Classical Christmas

I Dreamed a Dream

African Bell Carol

Charlie Brown Christmas

1812 Overture

Rondeau

Water Music

Entrance of the Queen of Sheba

Trumpet Voluntary

Brandenburg Concerto #3

Pachebel

B. Smetana

M. Williams

arr. Bill Holcombe

Robert W. Smith

arr. Larry Moore

Tchaikovsky

Moret

Handel

Handel

arr. Vernon Leidig

Bach

Course Proficiencies

Students will be able to...

1. Learn/Utilize elements of higher level music theory including: key signatures for major keys up to 4 sharps and 4 flats, minor scales up to 2 sharps and 2 flats, mixed/multiple meter, intervals, and advanced music vocabulary.
2. Expand knowledge of shifting hand positions to include second, third and fifth positions on the violin and viola, and use second, third, fourth and fifth position on the cello and string bass.
3. Understand varying forms of musical compositions.
4. Be able to sight- read advanced notation and identify/analyze/replicate stylistic differences in varying musical genres.
5. Comprehend and analyze varying meter, rhythm, tonality and harmonics in different musical genres.
6. Discuss how the arts impact culture and society throughout history. Be able to comprehend and analyze the historical significance of varying musical genres.
7. Use all the tools above to create well-balanced, artistic, stylistically correct performances including the mandatory winter and spring concerts.

Curriculum Units

Orchestra is course focusing on classical string music, tackling challenging grade-level music selections. The Orchestra curriculum contains a break-down of weekly lessons paced over the course of one semester. Students learn a combination of scales, warm-ups, music theory and concert selections on a weekly basis to ensure that by the end of each semester students are capable of performing two to four musical selections on our winter/spring concerts. Below is a weekly break-down of lesson pacing. The same pacing applies to second semester as well.

For the purposes of this curriculum guide, each week is considered one unit. There will be eighteen units in each semester (or nine units per quarter), culminating in a final concert performance at the end of each semester (winter/spring concerts). Performance on these concerts is a mandatory course requirement valued at five test grades. This is a performance-based course; therefore, the performance aspect of the performing arts dictates live concert performances of the utmost value. We spend an entire semester learning several musical selections, covering a multitude of musical concepts, genres and information along the way, all in preparation for a final concert presentation to an audience of parents, teachers, administrators and the community at-large.

*Semester Two will continue to expand upon musical and theoretical concepts studied during first semester. Students will learn the B flat major/G minor scales (two octaves), D major/B minor scales (two octave), and D minor scale (two octaves). Students will learn two to four selections in preparation for the spring concert.

PACING GUIDE

Orchestra is a course focusing on classical string music, tackling challenging grade-level music selections. The Orchestra curriculum contains a break-down of weekly lessons paced over the course of one semester. Students learn a combination of scales, warm-ups, music theory and concert selections on a weekly basis to ensure that by the end of each semester students are capable of performing two to four musical selections on our winter/spring concerts. Below is a weekly break-down of lesson pacing. The same pacing applies to second semester as well.

Curric.Name: Orchestra	PACING GUIDE	Date of Revision: May 2013
Lesson Name/Number	Objective	Length
1. Week 1	Warm-Ups, Scales, Concert Selection	One week
2. Week 2	Warm-Ups, Scales, Concert Selection	One week
3. Week 3	Warm-Ups, Scales, Concert Selection	One week
4. Week 4	Warm-Ups, Scales, Concert Selection	One week
5. Week 5	Warm-Ups, Scales, Concert Selection	One week
6. Week 6	Warm-Ups, Scales, Concert Selection	One week
7. Week 7	Warm-Ups, Scales, Concert Selection	One week
8. Week 8	Warm-Ups, Scales, Concert Selection	One week
9. Week 9	Warm-Ups, Scales, Concert Selection	One week
10. Week 10	Warm-Ups, Scales, Concert Selection	One week
11. Week 11	Warm-Ups, Scales, Concert Selection	One week
12. Week 12	Warm-Ups, Scales, Concert Selection	One week
13. Week 13	Warm-Ups, Scales, Concert Selection	One week
14. Week 14	Warm-Ups, Scales, Concert Selection	One week
15. Week 15	Warm-Ups, Scales, Concert Selection	One week
16. Week 16	Warm-Ups, Scales, Concert Selection	One week
17. Week 17	Warm-Ups, Scales, Concert Selection	One week
18. Week 18	Warm-Ups, Scales, Concert Selection	One week

Week 1

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is an arpeggio?</u></p> <p><u>What is the proper technique to use while shifting hand positions?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings</i> method book – G major scale, G chromatic scale, Section II - Shifting Studies <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story)</p>	<p>All students will review G major scale (two octaves)</p> <p>All students will be introduced to G major scale in thirds</p> <p>All students will be introduced to arpeggios for G major scale</p> <p>All students will be introduced to the G chromatic scale (two octaves)</p> <p>All students will be introduced to the first shifting exercise in Section II - Shifting Studies of <i>Essential Elements String Method: Essential Technique for Strings Book</i></p> <p>All students will be introduced to selection: <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story)</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will perform G major scale in two octaves in whole note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the left-hand shift from first to third position</p> <p>Students will learn to execute G major scale in two octaves in thirds, taken from the <i>Essential Elements String Method: Essential Technique for Strings Book</i></p> <p>Students will learn to execute arpeggios for G major scale, taken from the <i>Essential Elements String Method: Essential Technique for Strings Book</i></p> <p>Students will learn to execute the G chromatic scale in two octaves in whole note, quarter note, and quarter-eighth note rhythmic patterns</p> <p>Students will learn to execute the first exercise in Section II - Shifting Studies in the <i>Essential Elements String Method: Essential Technique for Strings Book</i>, focusing on shifting to and from third position</p> <p>Students will learn to execute measures 1-21 of <i>Selections from Harry Potter</i>, focusing on pitch, rhythmic accuracy, and correct hand position</p> <p>Students will define all musical terms within <i>Selections from Harry Potter</i> measures 1-21</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 2

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is an arpeggio?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is the proper technique to use while shifting hand positions?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings</i> method book – G major scale, G chromatic scale, Section II - Shifting Studies <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story)</p>	<p>All students will review G major scale (two octaves)</p> <p>All students will review the G chromatic scale (two octaves)</p> <p>All students will review the first exercise in Section II - Shifting Studies, and continue on to the second exercise</p> <p>All students will review measures 1-21 of <i>Selections from Harry Potter</i>, and continue on to measure 34</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review G major scale in all previously introduced rhythmic patterns, focusing on the left-hand shift from first to third position</p> <p>Students will review the G chromatic scale in all previously introduced rhythmic patterns, focusing on correct fingerings for chromatic shifting</p> <p>Students will review the first exercise in Section II - Shifting Studies, focusing on intonation and correct hand position when shifting to and from third position</p> <p>Students will learn to execute the second exercise in Section II - Shifting Studies, focusing on intonation and correct hand position</p> <p>Students will review measures 1-21 of <i>Selections from Harry Potter</i>, focusing on pitch, rhythmic accuracy, and proper hand position</p> <p>Students will learn to execute measures 22-34 of <i>Selections from Harry Potter</i>, focusing on rhythmic and pitch accuracy, as well as proper hand position and bow technique</p> <p>Students will define all musical terms within <i>Selections from Harry Potter</i> measures 22-34</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 3

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is a minor scale?</u></p> <p><u>What is the difference between natural minor and harmonic minor?</u></p> <p><u>What is the proper technique to use while shifting hand positions?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings</i> method book – G major scale, G chromatic scale, E minor scales, Section II - Shifting Studies <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story)</p>	<p>All students will review G major scale (two octaves)</p> <p>All students will be introduced to the E natural minor and E harmonic minor scales (two octaves)</p> <p>All students will review the first two exercises in Section II - Shifting Studies</p> <p>All students will review measures 1-34 of <i>Selections from Harry Potter</i>, and continue on to measure 49</p> <p><u>New Jersey Student Learning Standards</u> 1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review G major scale in all previously introduced rhythmic patterns, focusing on the left-hand shift from first to third position</p> <p>Students will learn to execute the E natural minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale.</p> <p>Students must be made to understand that in the natural minor scale, the half-steps are between scale degrees two and three, and six and seven.</p> <p>Students will learn to execute the E harmonic minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale.</p> <p>Students must understand that in harmonic minor, the seventh scale degree is raised by a half-step, thus altering the finger pattern to which they are accustomed.</p> <p>Students will review the first two exercises from Section II - Shifting Studies, focusing on proper hand position and intonation when shifting to and from third position</p> <p>Students will review measures 1-34 of <i>Selections from Harry Potter</i>, focusing on intonation, dynamic contrast, and proper bow technique</p> <p>Students will learn to execute measures 35-49 of <i>Selections from Harry Potter</i>, focusing on rhythmic and pitch accuracy, proper hand position, as well as enforcing the correct bowings</p> <p>Students will define all musical terms within <i>Selections from Harry Potter</i>, measures 35-49</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 4

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is a minor scale?</u></p> <p><u>What is the difference between natural minor and harmonic minor?</u></p> <p><u>What is the proper technique to use while shifting hand positions?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings</i> method book – G major scale, G chromatic scale, E minor scales, Section II - Shifting Studies <i>Selections from Harry Potter</i> (John Williams, arr. Mike</p>	<p>All students will review concert G major scale (two octaves)</p> <p>All students will review the E natural minor and E harmonic minor scales (two octaves)</p> <p>All students will be introduced to the E minor arpeggio</p> <p>All students will review measures 1-49 of <i>Selections from Harry Potter</i>, and continue to measure 70</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review G major scale in all previously introduced rhythmic patterns, focusing on the left-hand shift from first to third position</p> <p>Students will review the E natural minor scale in all previously introduced rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale</p> <p>Students will review the E harmonic minor scale in all previously introduced rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale</p> <p>Students will be introduced to the E minor arpeggio, focusing on intonation and proper shifting technique</p> <p>Students will review measures 1-49 of <i>Selections from Harry Potter</i>, focusing on proper hand position, bow technique and intonation across the ensemble</p> <p>Students will be introduced to measures 50-70 of <i>Selections from Harry Potter</i>, focusing on pitch and rhythmic accuracy</p> <p>Students will define all musical terms in <i>Selections from Harry Potter</i>, measures 50-70</p> <p>***At the end of Week 4, students should be quizzed on G major scale, E natural minor scale, and E harmonic minor scale in all previously introduced rhythmic patterns***</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p> <p>***At the end of Week 4, students should be quizzed on G major scale, E natural minor scale, and E harmonic minor scale in all previously introduced rhythmic patterns***</p>

Story)			
--------	--	--	--

Week 5

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – C major scale</i> <i>Selections from Harry Potter</i></p>	<p>All students will be introduced to C major scale (two octaves)</p> <p>All students will review measures 1-70 of <i>Selections from Harry Potter</i>, and continue on to the end of the piece</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will learn to execute the two octave C major scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on intonation, correct hand position, and correct technique when shifting from first to third position</p> <p>Students will learn to execute C major scale in two octaves in thirds, taken from the <i>Essential Elements String Method: Essential Technique for Strings Book</i></p> <p>Students will learn to execute arpeggios for C major scale, taken from the <i>Essential Elements String Method: Essential Technique for Strings Book</i></p> <p>Students will review measures 1-70 of <i>Selections from Harry Potter</i>, focusing on pitch and rhythmic accuracy, intonation across the ensemble, and proper bowings/bow technique</p> <p>Students will be introduced to measures 71 through the end of <i>Selections from Harry Potter</i>, focusing on pitch and rhythmic accuracy</p> <p>Students will define all musical terms in <i>Selections from Harry Potter</i>, measures 71 through the end of the piece</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 6

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is the function of music in film and television?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – C major scale and C chromatic scale</i></p> <p><i>Selections from Harry Potter</i></p> <p><i>Jupiter: Bringer of Jollity</i></p>	<p>All students will review both octaves of the C major scale</p> <p>All students will be introduced to the C chromatic scale in two octaves</p> <p>All students will review <i>Selections from Harry Potter</i> in its entirety</p> <p>All students will be introduced to selection: <i>Jupiter: Bringer of Jollity</i></p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review both octaves of C major scale in all previously introduced rhythmic patterns, focusing in intonation, correct hand position, and correct technique when shifting from first to third position</p> <p>Students will be introduced to the C chromatic scale, focusing on intonation in the chromatic half steps, hand position, and the correct chromatic fingerings</p> <p>Students will review <i>Selections from Harry Potter</i> in its entirety, focusing on pitch and rhythmic accuracy, intonation across the ensemble, and proper bowings/bow technique</p> <p>Students will be introduced to measures 1-16 of <i>Jupiter: Bringer of Jollity</i>, focusing on focusing on pitch and rhythmic accuracy</p> <p>Students will define all musical terms in <i>Jupiter: Bringer of Jollity</i>, measures 1-16</p>	<p>Students are assessed on a daily basis through teacher observation, students’ performance as we move throughout sections of the music/scales.</p> <p>At the instructor’s discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 7

Essential Questions	Instructional Objectives/ Skills and Benchmarks (<i>NJSLS</i>)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is the function of music in film and television?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – C major scale and C chromatic scale</i></p> <p><i>Selections from Harry Potter</i></p> <p><i>Jupiter: Bringer of Jollity</i></p>	<p>All students will review both octaves of the C major scale</p> <p>All students will review the C chromatic scale in two octaves</p> <p>All students will review <i>Selections from Harry Potter</i> in its entirety</p> <p>All students will review measures 1-16 of <i>Jupiter: Bringer of Jollity</i> and continue on to measure 30</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review both octaves of C major scale in all previously introduced rhythmic patterns, focusing in intonation, correct hand position, and correct technique when shifting from first to third position</p> <p>Students will review the C chromatic scale, focusing on intonation in the chromatic half steps, hand position, and the correct chromatic fingerings</p> <p>Students will review <i>Selections from Harry Potter</i> in its entirety, focusing on balance, blend and dynamic contrast across the ensemble</p> <p>Students will review measures 1-16 of <i>Jupiter: Bringer of Jollity</i>, focusing on pitch and rhythmic accuracy and proper bowing/bow technique</p> <p>Students will learn to execute measures 16-30 of <i>Jupiter: Bringer of Jollity</i>, focusing on pitch and rhythmic accuracy</p> <p>Students will define all musical terms within <i>Jupiter: Bringer of Jollity</i> measures 16-30</p>	<p>Students are assessed on a daily basis through teacher observation, students’ performance as we move throughout sections of the music/scales.</p> <p>At the instructor’s discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 8

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is the function of music in film and television?</u></p> <p><u>What is a minor scale?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – C major scale and C chromatic scale, A minor scales</i></p> <p><i>Selections from Harry Potter</i></p> <p><i>Jupiter: Bringer of Jollity</i></p>	<p>All students will review both octaves of the C major scale</p> <p>All students will review the C chromatic scale in two octaves</p> <p>All students will be introduced to the A natural minor and A harmonic minor scales in two octaves</p> <p>All students will review <i>Jupiter: Bringer of Jollity</i>, measures 1-30, and continue on to measure 50</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review C major scale and C chromatic scale in all previously introduced rhythmic patterns</p> <p>Students will learn to execute the A natural minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale. Students must be made to understand that in the natural minor scale, the half-steps are between scale degrees two and three, and six and seven.</p> <p>Students will learn to execute the A harmonic minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale. Students must understand that in harmonic minor, the seventh scale degree is raised by a half-step, thus altering the finger pattern to which they are accustomed.</p> <p>Students will review <i>Jupiter: Bringer of Jollity</i>, measures 1-30, focusing pitch accuracy, rhythmic accuracy and correct left hand technique</p> <p>Students will learn to execute <i>Jupiter: Bringer of Jollity</i>, measures 31-50, focusing on pitch accuracy, rhythmic accuracy, and correct bowing technique</p> <p>Students will define all musical terms within <i>Jupiter: Bringer of Jollity</i>, measures 31-50</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

--	--	--	--

Week 9

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>What is a chromatic scale?</u></p> <p><u>What is the function of music in film and television?</u></p> <p><u>What is a minor scale?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – C major scale and C chromatic scale, A minor scales</i> <i>Selections from Harry Potter</i> <i>Jupiter: Bringer of Jollity</i></p>	<p>All students will review both octaves of the C major scale</p> <p>All students will review the C chromatic scale in two octaves</p> <p>All students will review the A natural minor and A harmonic minor scales in two octaves</p> <p>All students will review <i>Jupiter: Bringer of Jollity</i>, measures 1-50, and continue on to measure 65</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review C major scale and C chromatic scale in all previously introduced rhythmic patterns</p> <p>Students will review the A natural minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale</p> <p>Students will review the A harmonic minor scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on the relationships between half and whole steps in the minor scale</p> <p>Students will review <i>Jupiter: Bringer of Jollity</i>, measures 1-50, focusing on pitch accuracy, rhythmic accuracy, correct left hand technique, correct bowing technique, balance and blend</p> <p>Students will learn to execute <i>Jupiter: Bringer of Jollity</i>, measures 51-65 focusing on pitch accuracy, rhythmic accuracy, correct left hand technique, and correct bowing technique</p> <p>Students will define all musical terms within <i>Jupiter: Bringer of Jollity</i>, measures 51-65</p> <p>***At the end of Week 9, students should be quizzed on C major scale, A natural minor scale, and A harmonic minor scale in all previously introduced rhythmic patterns***</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p> <p>***At the end of Week 9, students should be quizzed on C major scale, A natural minor scale, and A harmonic minor scale in all previously introduced rhythmic patterns***</p>

Week 10

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – F major scale</i> <i>Jupiter: Bringer of Jollity</i></p>	<p>All students will be introduced to the F major scale (two octaves)</p> <p>All violins will be introduced to the first fifth position shifting exercise from Section II- Shifting Studies</p> <p>All students will review <i>Jupiter: Bringer of Jollity</i>, Measures 1-65, and continue on to measures 66-92</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3</p> <p><u>CRP #</u></p> <p>1, 2, 4, 6, 8, 9, 12</p>	<p>Students will learn to execute the two octave F major scale in whole note, half note, quarter note, and quarter-eighth note rhythmic patterns, focusing on intonation, correct hand position, and correct technique when shifting from first to third to fifth positions</p> <p>Students will learn to execute F major scale in two octaves in thirds, taken from the Essential Elements String Method: Essential Technique for Strings Book</p> <p>Students will learn to execute arpeggios for F major scale, taken from the Essential Elements String Method: Essential Technique for Strings Book</p> <p>Violins will be introduced to the first fifth position shifting exercise from Section II - Shifting Studies, focusing on proper hand position</p> <p>Students will review <i>Jupiter: Bringer of Jollity</i> measures 1-65, focusing on pitch accuracy, rhythmic accuracy, correct left hand technique, correct bowing technique, balance and blend</p> <p>Students will learn to execute <i>Jupiter: Bringer of Jollity</i>, measures 66-92 focusing on pitch accuracy, rhythmic accuracy, correct left hand technique, and correct bowing technique</p> <p>Students will define all musical terms within <i>Jupiter: Bringer of Jollity</i>, measures 66-92</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 11

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>What is a major scale?</u></p> <p><u>Materials</u> <i>Essential Elements String Method: Essential Technique for Strings Method Book – F major scale, Section II - Shifting Studies</i> <i>Jupiter: Bringer of Jollity</i></p>	<p>All students will review the F major scale (two octaves).</p> <p>All violins will review the first fifth position shifting exercise from Section II - Shifting Studies.</p> <p>All students will review <i>Jupiter: Bringer of Jollity</i>, measures 1-92, and continue on to the end of the piece.</p> <p><u>New Jersey Student Learning Standards</u> 1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review the F major scale in all previously introduced rhythmic patterns, focusing on intonation, correct hand position, and correct technique when shifting from first to third to fifth positions Violins will review the first fifth position shifting exercise from Section II - Shifting Studies, focusing on proper hand position Students will review <i>Jupiter: Bringer of Jollity</i> measures 1-92, focusing correct bowings, pitch accuracy, proper articulation, balance and dynamic contrast Students will be introduced to <i>Jupiter: Bringer of Jollity</i> measures 93 through the end of the piece, focusing on pitch accuracy, rhythmic accuracy, and proper bow technique Students will define all musical terms in <i>Jupiter: Bringer of Jollity</i>, measures 93 through the end of the piece</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 12

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>How does an ensemble prepare for a performance?</u></p> <p><u>Materials</u> <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p><i>It is now three weeks before concert week. Students should be performing both pieces in their entirety. Students have, in previous weeks, focused on many detailed concepts, including intonation, pitch and rhythmic accuracy, balance, blend and dynamic contrast. Students should now be running through pieces, honing their awareness of these topics within each performance.</i></p> <p>All students will review C major, G major and F major scales as a five minute warm-up.</p> <p>All students will review <i>Selections from Harry Potter</i>. All students will review <i>Jupiter: Bringer of Jollity</i>.</p> <p><u>New Jersey Student Learning Standards</u> 1.1, 1.3 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review C major, G major and F major scales as a five minute warm-up Students will review <i>Selections from Harry Potter</i> in its entirety, focusing on bowings, pitch accuracy, balance, dynamic contrast and proper hand technique Students will review <i>Jupiter: Bringer of Jollity</i> in its entirety, focusing correct bowings, pitch accuracy, proper articulation, balance and dynamic contrast</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

--	--	--	--

Week 13

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSL)	Activities	Assessments
<p><u>How does an ensemble prepare for a performance?</u></p> <p><u>Materials</u> <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p><i>It is now two weeks before concert week. Students should be performing both pieces in their entirety. Students have, in previous weeks, focused on many detailed concepts, including intonation, pitch and rhythmic accuracy, balance, blend and dynamic contrast. Students should now be running through pieces, honing their awareness of these topics within each performance.</i></p> <p>All students will review C major, G major and F major scales as a five minute warm-up. All students will review <i>Selections from Harry Potter</i>. All students will review <i>Jupiter: Bringer of Jollity</i>.</p>	<p>Students will review C major, G major and F major scales as a five minute warm-up Students will review <i>Selections from Harry Potter</i> in its entirety, focusing on bowings, pitch accuracy, balance, dynamic contrast and proper hand technique Students will review <i>Jupiter: Bringer of Jollity</i> in its entirety, focusing correct bowings, pitch accuracy, proper articulation, balance and dynamic contrast</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 14

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLS)	Activities	Assessments
<p><u>How does an ensemble prepare for a performance?</u></p> <p><u>Materials</u> <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p><i>It is now one week before concert week. Students should be performing both pieces in their entirety. Students have, in previous weeks, focused on many detailed concepts, including intonation, pitch and rhythmic accuracy, balance, blend, proper bowings and dynamic contrast. Students should now be running through pieces, honing their awareness of these topics within each performance.</i></p> <p>All students will review C major, G major and F major scales as a five minute warm-up. All students will review <i>Selections from Harry Potter</i>. All students will review <i>Jupiter: Bringer of Jollity</i>.</p>	<p>Students will review C major, G major and F major scales as a five minute warm-up Students will review <i>Selections from Harry Potter</i> in its entirety, focusing on bowings, pitch accuracy, balance, dynamic contrast and proper hand technique Students will review <i>Jupiter: Bringer of Jollity</i> in its entirety, focusing on correct bowings, pitch accuracy, proper articulation, balance and dynamic contrast</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 15

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>How does an ensemble prepare for a performance?</u></p> <p><u>How does an ensemble adapt to playing in a new space?</u></p> <p><u>Materials</u></p> <p><i>Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p><u>Day 1</u> All students will review the C major, G major, and F major scales as a five minute warm-up. All students will review <i>Selections from Harry Potter</i> in a rehearsal setting. All students will review <i>Jupiter: Bringer of Jollity</i> in a rehearsal setting.</p> <p><u>Day 2 – The following procedures will take an entire class period</u> All students will have the first of three combined orchestra rehearsals on the stage in the auditorium. All students will be seated on stage by section and learn how to get on and off stage. All students will learn the procedure of removing chairs and stands from the stage when they are finished performing.</p> <p><u>Day 3</u> All students will have the second of three combined orchestra rehearsals on the stage in the auditorium All students will review both concert selections, focusing on bowings, balance, blend, dynamics and</p>	<p><u>Activities</u></p> <p><u>Day 1</u> All students will review the C major, G major, and F major scales as a five minute warm-up. All students will review <i>Selections from Harry Potter</i> in a rehearsal setting. All students will review <i>Jupiter: Bringer of Jollity</i> in a rehearsal setting.</p> <p><u>Day 2 – The following procedures will take an entire class period</u> All students will have the first of three combined orchestra rehearsals on the stage in the auditorium. All students will be seated on stage by section and learn how to get on and off stage. All students will learn the procedure of removing chairs and stands from the stage when they are finished performing.</p> <p><u>Day 3</u> All students will have the second of three combined orchestra rehearsals on the stage in the auditorium All students will review both concert selections, focusing on bowings,</p>	<p>Students are assessed on a daily basis through teacher observation, students’ performance as we move throughout sections of the music/scales.</p> <p>At the instructor’s discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

	<p>articulation in a combined setting. Now that all sections are fully represented, students will need to make adjustments in their playing to accommodate the ensemble's increased size***</p> <p><u>Day 4 – Final Concert Run Through</u> All students will have the last of three combined orchestra rehearsals on stage in the auditorium All students will review both concert selections, focusing on bowings, balance, blend, dynamics and technique in a combined setting. All students will discuss proper concert attire, the correct report and performance time of the concert, and the penalty for concert non-attendance</p> <p><u>Day 5</u> All students will be given a much needed break from rehearsing</p> <p><u>New Jersey Student Learning Standards</u> 1.1, 1.3</p> <p><u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>balance, blend, dynamics and articulation in a combined setting. Now that all sections are fully represented, students will need to make adjustments in their playing to accommodate the ensemble's increased size***</p> <p><u>Day 4 – Final Concert Run Through</u> All students will have the last of three combined orchestra rehearsals on stage in the auditorium All students will review both concert selections, focusing on bowings, balance, blend, dynamics and technique in a combined setting. All students will discuss proper concert attire, the correct report and performance time of the concert, and the penalty for concert non-attendance</p> <p><u>Day 5</u> All students will be given a much needed break from rehearsing</p>	
--	---	--	--

Week 16

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>What defines a proper bow stroke?</u></p> <p><u>How does instrumentation and acoustics affect the set-up of an orchestra?</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – G major/E minor, C major/A minor, and F major; Section II - Shifting Studies; Section III - Rhythm and Bowing Studies</i> <i>Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p>All students will review all key signatures</p> <p>All students will review all shifting exercises</p> <p>All students will be introduced to different bow strokes, including <i>detache</i>, <i>martele</i>, and <i>staccato</i> bow techniques</p> <p>All students will be introduced to different orchestral set-ups</p> <p><u>New Jersey Student Learning Standards</u></p> <p>1.1, 1.3, 1.4 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review all key signatures</p> <p>Students will review all shifting exercises, focusing on proper hand positions</p> <p>Students will be introduced to different bow strokes, including <i>detache</i>, <i>martele</i>, and <i>staccato</i> bow techniques, focusing on correct execution of the techniques</p> <p>Students will be introduced to different orchestral performance set-ups, focusing on the acoustical benefits of each set-up, as well as the detractors of each</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p>

Week 17 & 18

Essential Questions	Instructional Objectives/ Skills and Benchmarks (NJSLs)	Activities	Assessments
<p><u>EXAM REVIEW</u></p> <p><u>Materials</u></p> <p><i>Essential Elements String Method: Essential Technique for Strings Method Book – G major/E minor, C major/A minor, and F major; Section II - Shifting Studies; Section III - Rhythm and Bowing Studies Selections from Harry Potter</i> (John Williams, arr. Mike Story) <i>Jupiter: Bringer of Jollity</i> (Gustav Holst)</p>	<p>All students will review all key signatures and scales All students will review all theory concepts previously learned, including intonation across the ensemble, dynamic contrast, and the minor scale All students will review the vocabulary previously learned All students will review the Section II - Shifting Studies previously learned All students will review different bow strokes, including <i>detache</i>, <i>martele</i>, and <i>staccato</i> bow techniques All students will be given sections of the pieces played in the concert that they must have prepared for their final playing exam</p> <p><u>New Jersey Student Learning Standards</u> 1.1, 1.3, 1.4 <u>CRP #</u> 1, 2, 4, 6, 8, 9, 12</p>	<p>Students will review the G major/E minor, C major/A minor, and F major scales in all previously introduced rhythmic patterns Students will review both concert selections Students will review all theory concepts, including intonation across the ensemble, dynamic contrast, and the minor scale Students will review the first two exercises from Section II - Shifting Studies Students will review different bow strokes, including <i>detache</i>, <i>martele</i>, and <i>staccato</i> bow techniques, focusing on correct execution of the techniques Students will review all vocabulary and musical terms</p>	<p>Students are assessed on a daily basis through teacher observation, students' performance as we move throughout sections of the music/scales.</p> <p>At the instructor's discretion, playing quizzes and tests will be given periodically on an individual basis. Students will be assessed on their individual performances of particular sections of music/scales, as well as group assessment of certain playing sections, ie. Woodwinds, brass, rhythm section etc...</p> <p>Students may be given written quizzes of musical terms, vocabulary etc...</p> <p>***At the end of Week 18, the final exam will be given. At the teacher's discretion, a playing, written, or combination exam may be given***</p>

--	--	--	--

New Jersey Student Learning Standards
Instrumental Music

1.1 The Creative Process

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture

All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

