

NJCCCS AREA:

North Brunswick Township Public Schools

Chamber (Honors) Orchestra

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Date: September 1, 2009

Board Adoption_____

New Jersey Core Curriculum Content Standard Area:

Topic/Course: Chamber Orchestra

Grade:9-12

Date September 2009

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACING
1.1,1.2 Creation/Performance How does performance and rehearsal behavior lend meaning to instrumental music?	Rehearsal/Performance Practices 1.1,12,B.1 1.2,12.B.1 Obj 1: Sing or play musical works from different genres with expression and technical accuracy.	<ul style="list-style-type: none"> Follow a Score Follow a Conductor’s gestures Define key terms necessary for musical interpretation. Apply basic knowledge of string production to affect tone production Materials: Sheet Music/Instruments/Rosin/Pencils/Music Stands	<ul style="list-style-type: none"> Key Signature Chart Vocal Sheets 	Formative: 1. Class Discussion 2. Performance Summative: 1. Weekly playing Tests	Entire Year
1.3 Elements/Principals of the Arts How do underlying structures guide the creation of music?	Musical Language 1.3.B.2 Obj 1: Students will understand terms/symbols for tempo, meter, bowing, articulation, dynamics, rhythm Obj 2: Students will use musical symbols to effectively interpret printed music Obj 3: Students will identify names of written pitches in various clefs	<ul style="list-style-type: none"> Students will identify all musical markings printed in their music Materials: Sheet Music/Instruments/Rosin/Pencils/Music Stands	<ul style="list-style-type: none"> Rhythm Sheets Scale Sheets Workbooks Diversified strategies 	Formative: 1.Class discussion 2.Performance Summative: 1.Worksheet 2.Playing Tests Benchmark: 1.Weekly playing Tests 2.Midterm Test	Entire Year

<p>1.2, 1.3 Creation/Performance Why is understanding of the elements and principles of art essential to the creative process and artistic production?</p>	<p>Scales/Etudes 1.2.12.B.1 1.2.12.B.2 1.2.12.B.3 1.3.12.B.1 1.3.12.B.2 Obj 1: Students will perform all major and minor scales (2 and 3 octave) Obj 2: Students will perform various etudes (2 etudes per month) Obj 3: Students will perform solo pieces as part of their midterm and final exam grade.</p>	<ul style="list-style-type: none"> Follow the score identifying various key signatures Identifying through listening examples <p>Materials: Sheet Music/Instruments/Rosin/Pencils/ Music Stands, recordings</p>	<ul style="list-style-type: none"> Diversified strategies 	<p>Formative: 1. Teacher observation 2. Peer observation 3. Playing tests Summative: 1. Mid-term and end-of-year final. Benchmark: 1. Mid-term exam</p>	<p>Entire Year</p>
<p>1.2.1.3 Performance In terms of instrumental production, how does knowledge of string technique add to the aesthetic value of string music?</p>	<p>String Production Skills 1.1.12.A.1 1.2.12.B.1 1.2.12.B.2 Obj 1: Students will demonstrate posture conducive to proper string playing Obj 2: Students will achieve uniformity of tone production</p>	<ul style="list-style-type: none"> Students will develop proper posture while performing Students will develop and understanding of bow distribution as it relates to tone production Students will experience a variety of exercises designed to focus attention on tone production and intonation Students will perform specific warm-ups designed to focus attention on vibrato and shifting <p>Materials: Sheet Music/Instruments/Rosin/Pencils/ Music Stands</p>	<ul style="list-style-type: none"> Diversified strategies 	<p>Formative: 1. Teacher observation 2. Critique Summative: 1. Performance 2. Weekly playing Tests</p>	<p>Entire Year</p>

<p>1.1,1.2,1.3,1.4,1.5</p> <p>Aesthetics, Performance, Elements, Critique, and Culture</p>	<p>Performance Opportunities</p> <p>1.1.12.A.1 1.1.12.A.2 1.1.12.B.1 1.2.12.A.1 1.2.12.A.3 1.2.12.A.5 1.3.12.A.1 1.2.12.A.2 1.2.12.B.1 1.2.12.B.2 1.2.12.B.3</p> <p>Obj 1: Students will gain understanding of American cultural values through knowledge of instrumental repertoire</p> <p>Obj 2: Students will gain historic perspective by performing music of various centuries</p>	<ul style="list-style-type: none"> • Students will learn music of various cultures with various historical context • Students will analyze music from different centuries • Students will perform in-house concerts, and performances at various venues • Students will listen to various instrumental ensembles through audio and video recordings <p>Materials: Sheet Music/Instruments/Rosin/Pencils/Music Stands/Recordings.</p>	<ul style="list-style-type: none"> • Diversified Strategies 	<p>Formative</p> <p>1. Teacher observation 2. Critique/analysis writing</p> <p>Summative:</p> <p>1. Performance</p>	<p>Entire Year</p>
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