

**NJCCCS AREA:**  
**North Brunswick Township Public Schools**

**Freshman Orchestra**

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**Date: August 30 2008**

**Board Adoption\_\_\_\_\_**

## New Jersey Core Curriculum Content Standard Area:

**Topic/Course: Freshman Orchestra**

**Grade:9**

**Date August 2008**

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 <b>Creation/Performance</b> How does performance and rehearsal behavior lend meaning to instrumental music?	<b>Rehearsal/Performance Practices</b> 1.1,12,B.1 1.2,12.B.1 <b>Obj 1:</b> Sing or play musical works from different genres with expression and technical accuracy.	<ul style="list-style-type: none"> <li>• Follow a Score</li> <li>• Follow a Conductor’s gestures</li> <li>• Define key terms necessary for musical interpretation.</li> <li>• Apply basic knowledge of string production to affect tone production</li> </ul> <b>Materials:</b> Sheet Music/Instruments/Rosin/Pencils/Music Stands	<ul style="list-style-type: none"> <li>• Key Signature Chart</li> <li>• Vocal Sheets</li> </ul>	<b>Formative:</b> 1. Class Discussion 2. Performance <b>Summative:</b> 1. Weekly playing Tests	Entire Year
1.3 <b>Elements/Principals of the Arts</b> How do underlying structures guide the creation of music?	<b>Musical Language</b> 1.3.B.2 <b>Obj 1:</b> Students will understand terms/symbols for tempo, meter, bowing, articulation, dynamics, rhythm <b>Obj 2:</b> Students will use musical symbols to effectively interpret printed music <b>Obj 3:</b> Students will identify names of written pitches in various clefs	<ul style="list-style-type: none"> <li>• Students will identify all musical markings printed in their music</li> </ul> <b>Materials:</b> Sheet Music/Instruments/Rosin/Pencils/Music Stands	<ul style="list-style-type: none"> <li>• Rhythm Sheets</li> <li>• Scale Sheets</li> <li>• Workbooks</li> <li>• Diversified strategies</li> </ul>	<b>Formative:</b> 1.Class discussion 2.Performance <b>Summative:</b> 1.Worksheet 2.Playing Tests <b>Benchmark:</b> 1.Weekly playing Tests 2.Midterm Test	Entire Year

<p>1.2, 1.3 <b>Creation/Performance</b> Why is understanding of the elements and principles of art essential to the creative process and artistic production?</p>	<p><b>Scales/Etudes</b> 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 <b>Obj 1:</b> Students will perform all major and minor scales <b>Obj 2:</b> Students will perform various etudes</p>	<ul style="list-style-type: none"> <li>Follow the score identifying various key signatures</li> <li>Identifying through listening examples</li> </ul> <p><b>Materials:</b> Sheet Music/Instruments/Rosin/Pencils/Music Stands, recordings</p>	<ul style="list-style-type: none"> <li>Diversified strategies</li> </ul>	<p><b>Formative:</b> 1. Teacher observation 2. Peer observation 3. Playing tests <b>Summative:</b> 1. Mid-term and end-of-year final. <b>Benchmark:</b> 1. Mid-term exam</p>	<p>Entire Year</p>
<p>1.2.1.3 <b>Performance</b> In terms of instrumental production, how does knowledge of string technique add to the aesthetic value of string music?</p>	<p><b>String Production Skills</b> 1.1.12.A.1 1.2.12.B.1 1.2.12.B.2 <b>Obj 1:</b> Students will demonstrate posture conducive to proper string playing <b>Obj 2:</b> Students will achieve uniformity of tone production</p>	<ul style="list-style-type: none"> <li>Students will develop proper posture while performing</li> <li>Students will develop and understand of bow distribution as it relates to tone production</li> <li>Students will experience a variety of exercises designed to focus attention on tone production and intonation</li> <li>Students will perform specific warm-ups designed to focus attention on vibrato and shifting</li> </ul> <p><b>Materials:</b> Sheet Music/Instruments/Rosin/Pencils/Music Stands</p>	<ul style="list-style-type: none"> <li>Diversified strategies</li> </ul>	<p><b>Formative:</b> 1. Teacher observation 2. Critique <b>Summative:</b> 1. Performance 2. Weekly playing Tests</p>	<p>Entire Year</p>
<p>1.1,1.2,1.3,1.4,1.5 <b>Aesthetics, Performance, Elements, Critique, and Culture</b></p>	<p><b>Performance Opportunities</b> 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>	<ul style="list-style-type: none"> <li>Students will learn music of various cultures with various historical context</li> <li>Students will analyze music from different centuries</li> <li>Students will perform in-house concerts, and performances at various</li> </ul>	<ul style="list-style-type: none"> <li>Diversified Strategies</li> </ul>	<p><b>Formative</b> 1. Teacher observation 2. Critique/analysis writing <b>Summative:</b> 1. Performance</p>	<p>Entire Year</p>

	<p><b>Obj 1:</b> Students will gain understanding of American cultural values through knowledge of instrumental repertoire</p> <p><b>Obj 2:</b> Students will gain historic perspective by performing music of various centuries</p>	<p>venues</p> <ul style="list-style-type: none"><li>• Students will listen to various instrumental ensembles through audio and video recordings</li></ul> <p><b>Materials:</b> Sheet Music/Instruments/Rosin/Pencils/Music Stands/cds.</p>			
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