

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary School
Arts & Technology: Performing Arts*

*Orchestra
Grade 6*

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[Course Description and Fundamental Concepts](#)

Orchestra Grade 6

Grade 6 Orchestra is a course that offers students the opportunity to continue their study of a string instrument (violin, viola, cello or bass), building upon the concepts and techniques learned in Grades 4 and 5. Teaching is adapted to accommodate the needs and abilities of each individual child. Students will learn and develop new techniques to enhance their playing, improve their understanding of music theory, and expand their repertoire.

Students participate in small-group lessons in which they learn about the intricacies of their particular instrument (covering topics such as bowing techniques and shifting basics). They also participate in large-group rehearsals where they learn about ensemble etiquette. They learn the importance of productive rehearsal time and working together as they prepare to perform in a concert.

The orchestra class is designed to be a very enriching experience for the young student, helping him/her to grow both musically and socially. Grade 6 Orchestra prepares students to continue playing in middle school.

Fundamental Concepts

In addition to the review of concepts learned in 5th grade, the 6th grade Orchestra class will focus on:

- Technique
- Rhythm
- Music Literacy
- Expression and Interpretation
- Aural Skills
- Ensemble Skills and Etiquette

[New Jersey Student Learning Standards \(NJSLs\)](#)

Visual and Performing Arts Standards: Music Ensembles

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Standard	Standard Description
1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Standard	Standard Description
1.3C.12nov.Cr2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3C.12nov.Cr3	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
	b. Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3C.12nov.Pr4	a. Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3C.12nov.Pr5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.

Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3C.12nov.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
	b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3C.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3C.12nov.Re8	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3C.12nov.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3C.12nov.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Harmonizing Instruments

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

Standard	Standard Description
1.3D.12nov.Cr1	a. Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

Standard	Standard Description
1.3D.12nov.Cr2	a. Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3D.12nov.Cr3	a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
	b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3D.12nov.Pr4	a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
	b. Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
	c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3D.12nov.Pr5	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience’s response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3D.12nov.Pr6	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.

Anchor Standard 7: Perceiving and analyzing products.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3D.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify and describe how interest, experiences, and contexts (e.g., personal, social) effect the evaluation of music.

Anchor Standard 8: Interpreting intent and meaning.
Enduring Understanding: Through their use of elements and structures of music, creators and performers.
Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3D.12nov.Re8	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3D.12nov.Re9	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3D.12nov.Cn10	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3D.12nov.Cn11	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

Visual and Performing Arts Standards: Music Composition and Theory

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question(s): How do musicians generate creative ideas?

Standard	Standard Description
1.3B.12prof.Cr1	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question(s): How do musicians make creative decisions?

Standard	Standard Description
1.3B.12prof.Cr2	a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
	b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3B.12prof.Cr3	a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
	b. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
Essential Question: How do performers select repertoire?

Standard	Standard Description
1.3B.12prof.Pr4	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
	b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
	c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
Essential Question: How do musicians improve the quality of their performance?

Standard	Standard Description
1.3B.12prof.Pr5	a. Create rehearsal plans for works, identifying repetition and variation within the form.
	b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
	c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.

Anchor Standard 6: Conveying meaning through art.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.
Essential Questions: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3B.12prof.Pr6	a. Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.
	b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3B.12prof.Re7	a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
	b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3B.12prof.Re8	a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

Anchor Standards 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3B.12prof.Re9	a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
	b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3B.12prof.Cn10	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3B.12prof.Cn11	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

English Companion Standards

List grade-level appropriate companion standards for *History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12*. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
3, 4	NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3, 4	NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3, 4	NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
3, 4	NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3, 4, 6	NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3, 4, 6	NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
3, 4, 6	NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3, 4	NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
3	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1-6	An individual's strengths, lifestyle goals, choices, and interests affect employment and income	<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p>
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.	<p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p>

	<p>Early planning can provide more options to pay for postsecondary training and employment.</p>	<p>9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice.</p> <p>9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education.</p> <p>9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p>
	<p>There are a variety of resources available to help navigate the career planning process.</p>	<p>9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p>
	<p>Employee benefits can influence your employment choices.</p>	<p>9.2.8.CAP.13: Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.</p> <p>9.2.8.CAP.14: Evaluate sources of income and alternative resources to accurately compare employment options.</p>
6	<p>Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income</p>	<p>9.2.8.CAP.15: Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.</p> <p>9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.</p> <p>9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p> <p>9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level</p>

	There are resources to help an individual create a business plan to start or expand a business.	9.2.8.CAP.20: <i>Identify the items to consider when estimating the cost of funding a business.</i>
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Life Literacies and Key Skills ([Standard 9.4](#))
List appropriate units below for which standards will be addressed

By Grade 8		
Unit Addressed	Core Idea	Standard / Description
1-6	Creativity and Innovation: Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.	<p>9.4.8.CI.1: <i>Assess data gathered on varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</i></p> <p>9.4.8.CI.2: <i>Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</i></p> <p>9.4.8.CI.3: <i>Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</i></p> <p>9.4.8.CI.4: <i>Explore the role of creativity and innovation in career pathways and industries</i></p>
	Critical Thinking and Problem-solving: Multiple solutions often exist to solve a problem.	<p>9.4.8.CT.1: <i>Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).</i></p> <p>9.4.8.CT.2: <i>Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).</i></p>

	<p>Critical Thinking and Problem-solving: An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>	<p><i>9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</i></p>
	<p>Digital Citizenship: Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.</p>	<p><i>9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</i> <i>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</i></p>
	<p>Digital Citizenship: There are tradeoffs between allowing information to be public and keeping information private and secure.</p>	<p><i>9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.</i></p>
	<p>Digital Citizenship: Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.</p>	<p><i>9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</i> <i>9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</i> <i>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</i></p>
	<p>Digital Citizenship: Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.</p>	<p><i>9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.</i></p>
	<p>Digital Citizenship: Digital technology and data can be leveraged by communities to address effects of climate change.</p>	<p><i>9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).</i></p>
4, 6	<p>Global and Cultural Awareness: Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>	<p><i>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</i> <i>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</i></p>

	<p>Information and Media Literacy: Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.</p>	<p><i>9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.</i></p> <p><i>9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</i></p>
	<p>Information and Media Literacy: Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.</p>	<p><i>9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</i></p> <p><i>9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</i></p> <p><i>9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</i></p>
	<p>Information and Media Literacy: The mode of information can convey a message to consumers or an audience.</p>	<p><i>9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</i></p>
	<p>Information and Media Literacy: Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>	<p><i>9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</i></p> <p><i>9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</i></p>
	<p>Information and Media Literacy: There are ethical and unethical uses of information and media.</p>	<p><i>9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</i></p> <p><i>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</i></p> <p><i>9.4.8.IML.11: Predict the personal and community impact of online and social media activities</i></p>

	<p>Information and Media Literacy: There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.</p>	<p><i>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</i></p> <p><i>9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</i></p> <p><i>9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</i></p> <p><i>9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</i></p>
	<p>Technology Literacy: Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.</p>	<p><i>9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making.</i></p> <p><i>9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).</i></p> <p><i>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</i></p> <p><i>9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).</i></p>
	<p>Technology Literacy: Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>	<p><i>9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</i></p> <p><i>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</i></p>

Interdisciplinary Connections

Other Interdisciplinary Content Standards

Unit Addressed	Content / Standard #	Standard Description
1, 3, 4, 6	Social Studies/ 6.2.12.D	Renaissance - History, Culture & Perspectives
2	Mathematics/ 5.OA.B.3	Analyze patterns and relationships
3, 4	World Language/ 7.1.NM.A.1	Recognize familiar spoken or written words - Italian
1, 5, 6	Science/ 4-PS4-3	Waves and their application technologies for information transfer

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>Fundamental Concepts:</p> <ul style="list-style-type: none"> ● Technique ● Rhythm ● Music Literacy ● Expression and Interpretation ● Aural Skills ● Ensemble Skills and Etiquette <p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Review of concepts learned in Grade 5, Review D, G and C scales</p>	<p>September (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Dynamics, Scales, 1st concert piece</p>	<p>October (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Expression, Syncopation, Hooked bowings</p>	<p>November (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: F Major scale; Holiday music</p>	<p>December (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: 2nd and 3rd concert pieces, A Major scale</p>	<p>January (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Review of all concepts, Rehearsing concert music</p>	<p>February (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Rehearsing concert music</p>	<p>March (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Rehearsing concert music</p>	<p>April (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.</p> <p>Focus: Final concert preparations</p>	<p>May (~3 days)</p>

The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed.

Focus: Shifting basics, Review/Prepare for Middle School

June
(~2 days)

Units Scope and Sequence

Unit 1

Unit Name: Technique

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3D.12nov.Pr5](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Does the student have a strong grasp of techniques previously learned?
- Does the student have a basic understanding of shifting technique?
- Can the student play musical passages in new key signatures?
- Can the student accurately perform a musical passage that utilizes hooked bowings?

Objectives

Students will be able to...

- Set up their left hand and arm correctly and use the proper bow hold.
- Accurately place fingers to achieve correct pitches.
- Demonstrate their understanding of new fingering patterns (F Major, A Major).
- Place fingers on fingertips and with the correct amount of pressure and draw the bow properly so as to achieve a good tone.
- Recognize a hooked bowing and understand how to perform it.
- Explain proper shifting technique, and use it in a limited capacity.

Unit 2

Unit Name: Rhythm

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2](#)
[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLS - Life Literacies and Key Skills](#)
[NJSLS - Interdisciplinary Standard](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Can the student understand written rhythms and transfer them accurately to their instrument?
- How are different rhythmic values notated?
- Does the student understand syncopation?

Objectives

Students will be able to...

- Perform rhythmic patterns accurately, and using the proper amount of bow.
- Perform musical passages in 6/8 time.
- Perform a musical passage using triplets.
- Explain syncopation and perform syncopated rhythms accurately.
- Perform musical passages in different time signatures accurately.
- Sight-read musical passages in different time signatures with some accuracy.

Unit 3

Unit Name: Music Literacy

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr6, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2, 1.3B.12prof.Cr3.b

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standard](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Does the student have an understanding of musical terminology and its importance in making music?
- Is the student able to read music?
- Is the student able to sight-read?

Objectives

Students will be able to...

- Define the following NEW terms:
 - Tenuto
 - Fermata
 - Fortissimo
 - Pianissimo
 - Flat
- Read all notes of the F and A Major scales on the staff.
- Read simple musical passages at sight.
- Perform all concert music with accurate rhythm and intonation.

Unit 4

Unit Name: Expression and Interpretation

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 1.3C.12nov.Re8, 1.3C.12nov.Cn10, 1.3C.12nov.Cn11, 1.3C.12nov.Pr6](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standard](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How does one achieve musical expression?
- What are dynamics and tempo markings and how do they add to a performance?
- Is the student able to play musically?

Objectives

Students will be able to...

- Achieve musical expression through different playing techniques.
- Define specific dynamic and tempo markings and demonstrate them on their instrument.
- Explain how dynamics and tempo changes enhance a performance.
- Play with some degree of expression.
- Acknowledge whether or not a performance was executed with expression.
- Discuss the history of or meaning behind the music that they play and how this impacts interpretation.

Unit 5

Unit Name: Aural Skills

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 1.3B.12prof.Pr4.a, 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr4.c, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3C.12nov.Pr6.b

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standard](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Does the student understand the importance of listening while making music?
- Is the student able to play the instrument with accurate intonation?
- Does the student understand the basics of tuning an instrument?
- Can the student make constructive comments about a performance?

Objectives

Students will be able to...

- Tell whether or not their instrument is in tune
- Place their fingers so as to achieve accurate intonation (using tapes or stickers, and eventually by ear)
- Differentiate between high and low pitches
- Listen to themselves and make corrections when necessary
- Listen to their performance in relation to the rest of the group
- Match pitch provided by the teacher
- Understand the basics of tuning an instrument and, in some cases, tune their own instrument with teacher assistance

Unit 6

Unit Name: Ensemble Skills and Etiquette

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs - 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr4.c, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standard](#)

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- What are the necessary skills when performing in an ensemble?
- Does the student understand what is considered appropriate conduct when part of a performing group?
- Does the student understand the elements of a productive rehearsal?

Objectives

Students will be able to...

- Discuss the importance of intonation, balance/blend, bowings and listening in ensemble playing.
- Work together to produce an ensemble performance with accurate intonation, rhythm and bowings.
- Have an awareness about what is happening in other sections of the orchestra, while simultaneously playing their own part accurately.
- Play a piece of music with correct bowings.
- Follow all behavior expectations during rehearsals and performances.
- Describe appropriate conduct during a rehearsal.
- Describe what is not appropriate during a rehearsal and what the consequences will be.

Please contact the Content Supervisor for any questions.