Paulsboro Schools

Curriculum

Music Technology

Grade 10-12

2011-2012

*** For adoption by all regular education programs**
Board Approved: 11/2012
as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

Superintendent
Dr. Frank Scambia
BOARD OF EDUCATION

Curriculum writing team members:
Wendy Stocker

***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: Paulsboro Schools are committed to providing all students with the opportunity to foster personal, intellectual, and social growth by fostering creativity through musical performance beyond the limits of language.

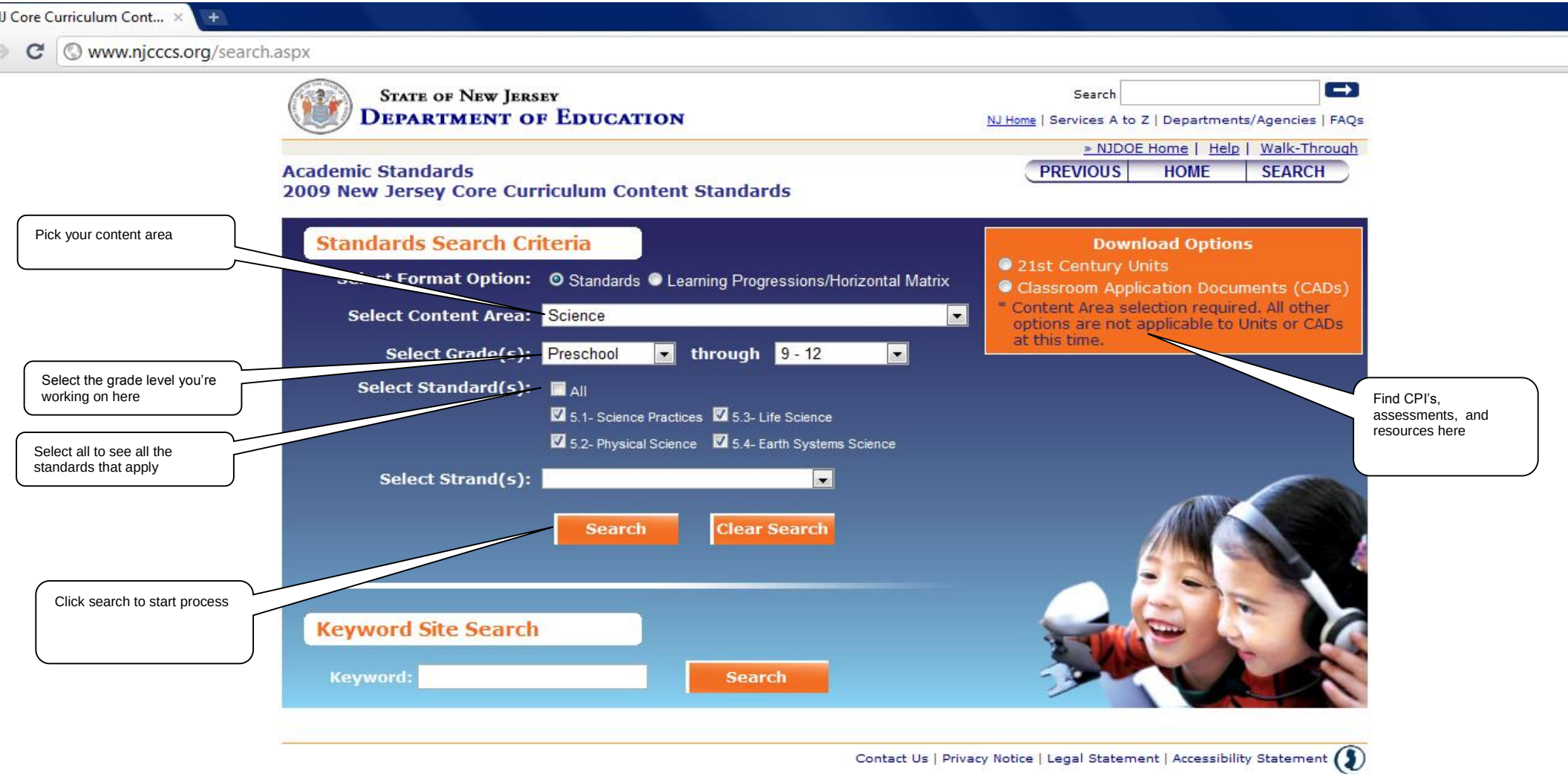
Educational Goals (taken from NJCCCS)

1. Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
2. Analyze how the elements of music are manipulated in original or prepared musical scores.
3. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
4. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:
http://www.njcccs.org/search.aspx
clicking on this link will take you here:



This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

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http://www.njcccs.org/search.aspx
The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above
We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	**Science**
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.

Enduring understanding

Essential Question

Educational goal

end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

Conceptual understanding

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Music Technology
Scope and Sequence Map

Quarter 1	
Big Idea: **Create and notate a soundscape with found notation.**	**Big Idea:** **Notate an 8 bar percussion melody using Sibelius.**
Big Idea: **Perform level 1 piano songs**	**Big Idea:** **Notate a percussion ensemble song w/4 voices.**
Quarter 2	
Big Idea: **Notate an 8 bar melody for wind/string/ or keyboard instrument using Sibelius.**	**Big Idea:** **Notate a 16 bar melody with chordal accompaniment using I,IV, V progression**
Big Idea: **Perform level 2 piano songs**	**Big Idea:** **Import midi files into Sibelius and Band in a Box to create arrangements for public**

	performance

Science
Scope and Sequence Map Page 2

Quarter 1-2 Additional projects	
Big Idea: **Generate an original commercial script and arranged music to accompany said commercial as a jingle.**	**Big Idea:** **Perform level 3 piano songs (advanced students only)**
Big Idea: **Notate a 12 bar blues and create an original melody to play as a soloist. (advanced students only)**	

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at: http://www.nj.gov/education/aps/cccs/

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

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Curriculum Management System – Big Idea 1

<table>
<tr><td>Subject/ Grade level 9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="5">Quarter 1
Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Create an original score
b. Notate sound through found notation
c. Lead an ensemble
d. Play a percussion instrument
e. Critique a live performance</td><td colspan="2">Big Idea 1 (from scope and sequence map)
Create and notate a soundscape with found notation.</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Found Notation</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1. Create original music through improvisation or notation using the blues, major, chromatic or minor scale.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Notate an original musical composition using found notation as a means to demonstrate pitch, duration, and intensity.</td></tr>
<tr><td>Essential Questions:
How can sound and silence be notated?

Enduring Understanding:
How parts interact with each other through a score.
How notation illustrates pitch, duration,</td><td>Learning Activities:
Group discussion on properties and sound.
Group project on creating a soundscape through the use of found notation.

Assessment Models:</td></tr>
</table>

	and intensity. How a conductor leads a composition. **Conceptual Understanding:** Perform in groups with expressive qualities appropriately aligned with original score.	Daily check points on project. Performance and group critique of projects. **Additional resources:** Former student's projects

Curriculum Management System - Big Idea 2

<table>
<tr><td>Subject/ Grade level 9-12</td><td colspan="2">Suggested days of instruction 40</td></tr>
<tr><td rowspan="5">Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

a. Locate middle c at the piano
b. Locate notes on the piano using the black keys as a guide
c. State values for whole, half, and quarter notes/rests
d. Perform level 1 piano songs with hands apart and together following a steady tempo</td><td colspan="2">Big Idea 2 (from scope and sequence map)
Perform level 1 piano songs</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Piano level 1- independent study</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
Perform independently and in groups with expressive qualities appropriately aligned with stylistic characteristics of the genre.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Perform level 1 piano songs using Piano Suite independently demonstrating use of both hands in concert.</td></tr>
<tr><td>Essential Questions:
What are the notes of the grand staff?
How do you determine the time signature?
How does a key signature effect the notes on the staff?
How does the treble clef hand relate to the bass clef hand?
How does tempo affect the length of a note?</td><td>Learning Activities:
Independent study at the piano 2x weekly.
Bi-weekly performance quizzes

Assessment Models:
Bi-weekly performance quiz
Additional resources:

Afterschool help/buddy system</td></tr>
</table>

	Enduring Understanding: Numbering system for hands. Ability to count and perform songs with whole, half, and quarter notes/rests. Playing single melodic line through the use of the left and right hands using a grand staff. **Conceptual Understanding:** Piano is a keyboard instrument that reads bass and treble clef at the same time. Note/rest length is affected by the shape of the note/rest. Pitch is determined by the note's location on the grand staff.	

Curriculum Management System – Big Idea 3

Subject/ Grade level 9-12	**Suggested days of instruction 7**
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ **The student will be able to:** a. Demonstrate proper playing technique on 3 percussion instruments: snare, bass drum, and cymbal b. Create an original 8 bar melody for solo percussion. c. Notate percussion line using the program Sibelius d. Perform an original melody on a percussion instrument for a live audience.	**Big Idea 3** **(from scope and sequence map)** **Notate an 8 bar percussion melody** **Topic: (name of unit)** **Percussion as a solo instrument** **Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)** **1.3.12.B.4** Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software. **Goals: (what the student will be able to do at the end of the unit)** Demonstrate proper playing technique on a percussion instrument Utilize Sibelius as a tool for notating a score Notate a solo line for a percussion instrument in a meter of their choice Perform a solo on a percussion instrument: snare, bass, or

	cymbal	
	Essential Questions: Basic vocal and instrumental arranging skills require theoretical understanding of music composition **Enduring Understanding:** Note/rest values are affected by meter Note/rest value length is affected by tempo Dynamics and articulations give music it's emotional quality Sibelius is a computer program for notating music **Conceptual Understanding:** Apply theoretical understanding of notation and translate to Sibelius Perform independently with proper technique on a percussion instrument	**Learning Activities:** Percussion ex. From Vic Firth bk. 1 Teacher modeling of tech. on snare, bass, and cymbal Walk through of Sibelius features including typing in a mock percussion line. Create an original percussion melody using Sibelius Demonstrate original solo for percussion **Assessment Models:** Daily participation grade Weekly performance quiz Project critiques **Additional resources:** Vic firth Bk. 1 Teacher/student demos You tube demos of solo percussion

		works

Curriculum Management System – Big Idea 4

<table>
<tr><td>Subject/ Grade level 9-12</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="4">Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

a. Generate a four voice score using Sibelius
b. Create an original work for percussion ensemble
c. Compose for percussion ensemble and show logical interactions between multiple voices.
d. Conduct a percussion ensemble in a live performance</td><td colspan="2">Big Idea 4 (from scope and sequence map)
Percussion ensemble notation</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Percussion ensemble in 4 voices</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4

1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Be aware of basic elements of style and design in music

Generate an original multi voice score for percussion using Sibelius

Be able to show logical interactions between multiple voices using percussion instruments.</td></tr>
<tr><td>Essential Questions:</td><td>Learning Activities:</td></tr>
</table>

	Technical accuracy, musicality, and stylistic considerations vary according to genre **Enduring Understanding:** Understanding how to manipulate the elements of music is a contributing factor to musical artistry **Conceptual Understanding** Sibelius can be used to compose original multi-voice scores Through MIDI Sibelius can playback original scores for editing purposes All score voices share meter, bar lines, repeat signs, and tempo. Conducting patterns in meters of student's compositions	Analyzing recordings of college percussion ensembles on youtube Analyzing scores of percussion ensembles in music library **Assessment Models:** Written observations Teacher/peer feedback to rough drafts Pubic performance critique **Additional resources:** Guest performers College/High School websites with sample projects of similar content

Curriculum Management System Big Idea 5

<table>
<tr><td>Subject/ Grade level 9-12</td><td colspan="2"></td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Set up a score for a their major instrument
b. Notate an original 8 bar melody for wind/string/or keyboard instrument
c. Notate an original melody using Sibelius
d. Perform an original melody using their major instrument</td><td colspan="2">Big Idea 5 (from scope and sequence map)

Original 8 bar Melodic Line</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Composing for Wind/String/Keyboard-melody</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)

1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional sound sources using music composition softward</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)

Notate an original 8 bar melody for wind instr./strings/or keyboard staying in a single major or minor key

Notate said melody using Sibelius

Perform said melody on their major instrument</td></tr>
<tr><td>Essential Questions:

What elements do percussion and</td><td>Learning Activities:

Analyze original solos for</td></tr>
</table>

	wind/keyboard scores share? **How do percussion scores differ from wind/keyboard scores?** **Enduring Understanding:** **Basic instrumental arranging/composing requires theoretical understanding of music composition** **Conceptual Understanding:** **Percussion scores use only a single line staff. Other instrumental/vocal scores require a 5 line staff and key signature.**	**wind/string/percussion instruments** **Listen to samples of solos for wind/string/keyboard instruments** **Practice copying in a sample solo part** **Assessment Models:** **Daily participation in group activities** **Rough draft critique** **Final draft performance/critique** **Additional resources:** **Live performances of solo**

		work for voice or instrument **Youtube examples of solo compositions for voice or instrument** **View score of solo works for voice or instrument**

Curriculum Management System Big Idea 6

<table>
<tr><td>Subject/ Grade level 9-12</td><td colspan="2">Suggested days of instruction
40</td></tr>
<tr><td rowspan="4">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Read level 2 piano music and identify/perform hands together
b. Read level 2 piano music and identify/perform simple chords
c. Perform level 2 piano music and maintain tempo and style throughout piece</td><td colspan="2">Big Idea 6 (from scope and sequence map)
Piano Level 2</td></tr>
<tr><td colspan="2">Topic: (name of unit)
Piano level 2, hands together, simple chords</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)

Perform level 2 piano pieces with hands together

Perform level 2 piano pieces with simple chord accompaniment</td></tr>
<tr><td>Essential Questions:

How do you identify when hands are played together in piano music

How is a chord written</td><td>Learning Activities:

Sight read song with Piano Suite

Independent practice at keyboard</td></tr>
</table>

	differently than a single melodic line **Enduring Understanding:** **The ability to read and interpret music impacts musical fluency.** **Conceptual Understanding:** **As a general rule the left hand accompanies the right with chords.** **Chords are stacked notes in the music played simultaneously** **When hands are played together on the piano the notes align themselves**	**Performance/critique with peers** **Assessment Models:** **Daily performance grade** **Rough performance critique** **Final performance critique** **Additional resources:** **Observation of peer and teacher performance** **Videos of pianist on youtube** **Visit to a live concert**

	throughout the staff in relationship to the beat.	

Curriculum Management System Big Idea 7

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction
10</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Harmonize a melody line with I,IV,V chords in a major key
b. Notate an accompaniment Using block or arpeggiated chords
c. Generate an accompaniment using I,IV,V chords in a select style using Band in a Box</td><td colspan="2">Big Idea 7 (from scope and sequence map)
Chord Accompaniments</td></tr>
<tr><td colspan="2">Topic: (name of unit)
16 bar melody w/chord accompaniment(I,IV,V)</td></tr>
<tr><td colspan="2">Overeaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic composition software</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Take an assigned melody and harmonize it using I,IV, V chord progression

Notate a melody with I,IV,V accompaniment using the program Sibelius and Band in a Box

Generate an accompaniment w/I,IV,V chords using Band in a Box</td></tr>
<tr><td>Essential Questions:

How basic and vocal and</td><td>Learning Activities:

Using nursery rhymes</td></tr>
</table>

	instrumental arranging skills require theoretical understanding of music composition. **Enduring Understanding:** **I, IV, V chords are a common progression for accompanying nursery rhymes and blues progressions.** **Chord accompaniments harmonize and add depth to a musical arrangement.** **Conceptual Understanding:** **The piano/keyboard (or guitar) is a good tool for harmonizing a melody line**	**practice harmonizing the melody line using I,IV, V chords at the piano** **Notate the nursery rhyme with chord progression in Sibelius.** **Arrange a different nursery rhyme in Band in a Box using I, IV, V chords.** **Perform the melody line with the computer generating an accompaniment.** **Assessment Models:** **Daily participation grade** **Rough draft rubric**

	I,IV,V chords are commonly used to harmonize simple melodies **Sibelius and Band in a Box are computer programs that can be utilized to compose or generate accompaniments**	**Final draft rubric** **Additional resources:** **Previous student samples** **Teacher modeling** **Fake Book examples** **Jazz chart examples**

Curriculum Management System – Big Idea 8

Subject/ Grade level 9-12	Suggested days of instruction 15
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ **The student will be able to:** a. Define MIDI b. Locate and import MIDI files from the internet c. Edit information in MIDI file to create an original arrangement of a song d. Improvise using the imported melody line of said file over a computer generated accompaniment	**Big Idea 8** (from scope and sequence map) **MIDI files as an arranging tool** **Topic: (name of unit)** **Importing MIDI files to Sibelius and Band in a Box** **Overaching Goals:** (taken from Introduction, Philosophy and educational goals page, pg 4) **1.3.12.B.3 Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.** **1.3.12.B.4 Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.** **Goal 1:** (what the student will be able to do at the end of the unit) Define MIDI Import MIDI files from websites to manipulate in Band in a Box and Sibelius for the purpose of creating musical arrangements

	Improvise a melody over a computer generated accompaniment	
	Essential Questions: **How can MIDI files be used to generate a new musical arrangement?** **Enduring Understanding:** **MIDI files can be imported and manipulated to create new and unique arrangements of previously published material** **Conceptual Understanding:** **MIDI files are a tool for generating arrangements and accompaniments in the programs Sibelius and Band**	**Learning Activities:** **Surf web to locate 3 midi files to manipulate in the programs Band in a Box and Sibelius** **Generate a musical accompaniment for a solo instrument to improvise over using Band in a Box** **Generate a level 2-3 band arrangement using a MIDI file in Sibelius** **Assessment Models:** **Daily participation grade** **Rough draft rubric of Band**

	in a Box	**in a Box MIDI project** **Final draft rubric of Band in a Box MIDI project** **Rough draft rubric of Sibelius arrangement for band** **Final draft rubric of Sibelius arrangement for band** **Peer verbal critiques** **Additional resources:** **View previously generated projects**

Curriculum Management System – Big Idea 8

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 8 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 9

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 9 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 10

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 10 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 11

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 11 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 12

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 12 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 13

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 13 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
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<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 15

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 15 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 16

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 16 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:

1. **Demonstrate good posture and hand position at the piano**
2. **Demonstrate the ability to monitor and correct problems with hand and body position**
3. **Perform piano selections "hands apart" and "hands together"**
4. **Perform all 12 major scales at the piano**
5. **Perform chordal accompaniments at the piano**
6. **Notate music using the program Sibelius**
7. **Generate accompaniments for a solo instrument using the program Band in a Box**
8. **Notate multi voice percussion and wind ensemble compositions**
9. **Notate chordal accompaniments using I,IV, V chords**
10. **Harmonize simple melodies with block chords**
11. **Harmonize simple melodies using arpeggios**
12. **Generate a blues accompaniment using Band in a Box**
13. **Improvise a melody using the blues scale over a computer generated accompaniment**

14. **Arrange a level 2-3 band score from an imported MIDI file.**
15. **Perform music with the correct stylistic interpretation of piece.**
16. **Observe and critique musical performances in regards to technical accuracy and emotional impact of song.**
17. **Recognize form and style of songs**