ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Robbinsville High School Music Department

Instrumental Percussion

Board of Education

Curriculum Writing Committee
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Supervisors
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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Every individual develops intellectually...

By developing an understanding and appreciation of the various types of music which can be beneficial during an entire lifetime.

By developing better citizenship. Music participation emphasizes the ability to work with other as a member of a team. It teaches the importance of a cooperative effort, acceptance of leadership, and the need for self-discipline and responsibility.

By helping achieve self-realization through participation in the music program. Some results should be aesthetic experience, emotional development, creative attitudes, skill and knowledge, physical and mental health, mental stimulation, leisure time activity, self-expression, and personality development.

Course Description

The Percussion Ensemble is a laboratory course designed to challenge and develop the musical skills of musicians. Special emphasis will be placed on the development of skills. The purpose of rehearsal should be to understand and experience great music making while in a community of musicians. This includes exploration of new concepts, exploration of the composer's creation, and the development of ensemble skills. The rehearsal is a musical end in itself: the concert is a byproduct of rehearsal, not the reason for it.

Integration of 21st Century Themes and Skills

Educational Technology
Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.   **Example:** Students will submit videos of music that has been appropriately licensed, defined as "fair use", part of the public domain, or covered under a creative commons license. For use in class presentations.

Career Ready Practices
Standards: (CRP1, CRP2, CRP8)

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during rehearsal by ensuring their parts are prepared and that they are contributing to the overall integrity of any musical compositions being performed.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: Students will apply technical skills as demonstrated and practiced in class to appropriately perform on all percussion instruments required in any given musical compositions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Example: Students will utilize critical thinking skills in the development of practice techniques to overcome challenges found in provided compositions. Additionally students will need to problem solve to address issues of communication during performance.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it

means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Interdisciplinary Connections

NJSLSA.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.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers
Assistive Technology	**Assessments and Grading**	**Behavior/Attention**	**Organization**

● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books	● Extended time ● Study guides ● Shortened tests ● Read directions aloud	● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback	● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.

- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

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Curriculum Map

Instrumental Percussion

Relevant Standards Garamond 14 Bold	Standards Unpacked Skill / Concept / Process?	Enduring Understandings / Unit Goals	Essential Questions	Unit Title / Suggested Timeline
MU:Pr4.1.E	Select varied musical works to present based on interest, knowledge, technical skill, and context.	**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?	
MU:Pr4.2.E	Analyze the structure and context of varied musical works and their implications for performance	**Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and	**Essential Question:** How does understanding the structure and context of musical works inform performance?	

		informs performance.		
MU:Pr4.3.E	Develop personal interpretations that consider creators' intent.	**Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.	**Essential Question:** How do performers interpret musical works?	
MU:Pr5.3.E	Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	**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?	
MU:Pr6.1.E	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	

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Scope, Sequence, <mark>Pacing</mark> and <mark>Assessment</mark>
Garamond 12 Bold & Center
Course Name
Garamond 12 Bold & Center

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing Garamond 14 Bold & Center Repeat column headings	Benchmark Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Fundamentals of Percussion	Appropriate Tone Production A healthy approach to percussion technique Basic knowledge of percussion instruments and how to approach them Basic knowledge of musical notation	4 weeks	Class survey of prior experience	Ongoing playing assessments using a variety of materials appropriate to the instrument / prior experience	Public performance of assigned parts based upon class rehearsals
Concert Prep	Development of "best practices" to achieve desired sound out of instruments the student will be using in concert. Further refinement of healthy technique to ensure that the student plays the instrument(s) in an appropriate manner without causing damage to themselves or to the instrument. Further development of skills needed to properly setup, play, maintain, and breakdown the instruments being utilized. Further development of students' ability to analyze and interpret the music required to be presented in concert.	8 weeks	Sight reading of concert repertoire	Ongoing playing assessments using a variety of materials appropriate to the instrument / prior experience	Public performance of assigned parts based upon class rehearsals

Percussion as an avocation	Ways students can continue to develop their skills as a musician outside of the classroom Uses of learning a percussion instrument outside of a structured traditional ensemble Percussion / music as a tool for mindfulness	4 weeks	Post-concert analysis followed by questioning	Have students perform in non-traditional activities	Have student share their findings and performance opportunities with class.

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Unit #:

Enduring Understandings:	Essential Questions:
●	●

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

Robbinsville Public Schools
Unit #:

Enduring Understandings:	Essential Questions
●	●

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

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Unit #:

Enduring Understandings:.	Essential Questions
●	●

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

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Unit #:

Enduring Understandings:	Essential Questions:
●	●

Duration of Unit: 4 weeks

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

Robbinsville Public Schools
Unit #:

Enduring Understandings:	Essential Questions: :
●	●

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills Center Alignment	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

English Language Learner (ELL) Resources
(Keep Box as is)

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Sitehttp://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources
(Keep Box as is)

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/