

## SCOPE AND SEQUENCE

<b>Unit I:</b>	<b>Introduction</b>	<b>4 days</b>
<b>Unit II:</b>	<b>Personal Biography</b>	<b>10 days</b>
<b>Unit III:</b>	<b>Diplomas and Degrees</b>	<b>16 days</b>
<b>Unit IV:</b>	<b>Portfolio Review</b>	<b>16 days</b>
<b>Unit V:</b>	<b>Independent Projects &amp; Filling in the Gaps</b>	<b>all semester</b>
<b>Midterm Review</b>		<b>2 days</b>
<b>Midterm Exam</b>		<b>1 day</b>
<b>Unit VI:</b>	<b>Interview Process</b>	<b>10 days</b>
<b>Unit VII:</b>	<b>Resume Creation</b>	<b>5 days</b>
<b>Unit VIII:</b>	<b>Personal Logo for Stationery</b>	<b>5 days</b>
<b>Unit IX:</b>	<b>Career Possibilities</b>	<b>16 days</b>
<b>Unit X:</b>	<b>Recital/Spring Concert</b>	<b>1 day, prep all year</b>
<b>Final Exam Review</b>		<b>3 days</b>
<b>Final Exam</b>		<b>1 day</b>
<b>TOTAL</b>		<hr/> <b>90 days</b>

**BRIDGETON PUBLIC SCHOOLS**  
**SUBJECT: MUSIC**  
**PACING CHART/CURRICULUM MAP**

**Course: Careers in Music**

**Unit I: Introduction to Careers in Music**

**Essential Question: Why is it necessary to follow the rules?**

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2	<p><b>Lesson 1: Essentials and Requirements</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Understand classroom expectations by participating in a class discussion group.</li> <li>• Make full participation in the classroom activities possible by completing and turning in all necessary paperwork such as: photo release form, course expectation/syllabus form, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Music Course Overview</li> <li>• Course syllabus.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment on participation in class discussion and handing in of paperwork.</li> </ul>
2 days	1.1.12.B.1 1.1.12.B.2	<p><b>Lesson 2: The Music Room</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Understand the rules governing the use of all equipment in the music department, such as computers, synthesizers, keyboards, music stands, music books, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Music Instructional Materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal quiz on use of materials and resources.</li> </ul>

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**Unit II: Personal Biography**

**Essential Question: Why is a personal biography important?**

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3	<p><b>Lesson 1: Understanding the Necessity of a Personal Biography</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Comprehend the necessity of a personal biography for a professional musician by researching the definition of <i>biography</i> and by reading examples of musician biographies on the Internet, in concert programs and in music catalogues.</li> <li>• Explore the various types of biographies by creating a list of five favorite musical performers and by collecting their biographies in a report, using the Personal Biography Worksheet.</li> <li>• Share your favorite performers' biographies with the class by participating in an Oral Presentation of your research.</li> </ul>	<ul style="list-style-type: none"> <li>• Computers with Internet capability.</li> <li>• Examples of catalogues, brochures and websites containing professional and student biographies.</li> <li>• File of musicians' photographs, concert catalogues and websites.</li> <li>• Personal Biography Worksheet.</li> <li>• Rubric for Oral Report</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Biography Worksheet.</li> <li>• Oral Report on Favorite Musical Performers.</li> </ul>

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4 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3	<p><b>Lesson 2: Researching and Writing a Personal Biography</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Decide on necessary information to include in a personal biography by Comparing and Contrasting 10 contemporary professional musicians' biographies.</li> <li>Understand how to use a digital photograph in a personal biography by viewing professional musicians' photographs on the Internet.</li> <li>Create a personal biography.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of previous students' biographies.</li> <li>Examples of catalogues, brochures and websites containing professional and student biographies.</li> <li>Resource file of musician photographs, concert catalogues and websites</li> <li>Digital camera and operating manual.</li> <li>Worksheets for biographical note-taking.</li> </ul>	<ul style="list-style-type: none"> <li>Venn diagram comparing contents of professional musicians' biographies to student biographies.</li> <li>Rubric for assessing personal student biographies.</li> </ul>
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.1 1.2.12.A.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3	<p><b>Lesson 3: Presenting a Personal Biography</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Present his or herself as a professional musician by sharing his or her personal biography in an Oral Presentation with the class.</li> <li>Comprehend the effect of the quality of the personal biography by critiquing each classmate's biographical presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of previous students' biographies.</li> <li>Examples of catalogues, brochures and websites containing professional and student biographies.</li> <li>File of musician photographs, concert catalogues and website.</li> <li>Digital camera and operating manual.</li> <li>Rubric for assessing Oral Presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Assessment of Oral Presentations.</li> <li>Peer Assessments of Oral Presentations.</li> </ul>

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**Unit III: Diplomas and Degrees**

**Essential Question: Why it important to understand the difference between a diploma and a degree?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
4 days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Researching Diplomas and Degrees</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Understand the opportunities available to a student attending a music school/ college offering a music diploma versus a music degree by researching and by completing a worksheet on the school/colleges.</li> <li>Comprehend the career options open to the holder of a diploma versus a degree.</li> </ul>	<ul style="list-style-type: none"> <li>Music school/college catalogues which offer music diplomas or certificates.</li> <li>Music school / college presenters / guest speakers.</li> <li>Internet websites and resources.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher developed worksheet listing music schools /colleges, which were researched through catalogues, videos or the Internet.</li> </ul>
4 days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 2: Discussing Diplomas and Degrees</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Discuss the parameters/limitations of a school/ college offering a music diploma /degree by presenting the pros and cons of a music diploma versus a music</li> </ul>	<ul style="list-style-type: none"> <li>Music school/college/catalogues which offer music diplomas and degrees.</li> <li>Music school / college presenters / guest speakers.</li> <li>Internet websites and resources.</li> <li>Rubric for assessing Oral Report.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessment of Oral Report on Music Diplomas and Music Degrees.</li> </ul>

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENT
4 days		<p>degree to the class in an Oral Report.</p> <p><b>Lesson 3: Reporting on Diplomas and Degrees</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Report on the pros and cons of a music diploma versus a music degree by writing a written report.</li> </ul>	<ul style="list-style-type: none"> <li>• Computers with Internet capability.</li> <li>• Rubric for Written Report.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of written report.</li> </ul>

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**Unit IV: Audition Review**

**Essential Question: Why is it important to be fully prepared for an audition?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
5 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 1: Assess Audition Material</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Develop perspective in assessing audition material by listening to and comparing audio recordings of audition material.</li> </ul>	<ul style="list-style-type: none"> <li>Pros and cons worksheet</li> <li>Recordings of audition music examples.</li> <li>Websites for preparing for an audition</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation and critique</li> <li>Teacher observation</li> </ul>
5 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.A.3 1.4.12.A.4	<b>Lesson 2: Choose Audition Material</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Choose music that is appropriate for a music college audition by reading school catalogues and by becoming familiar with audition repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Published Music</li> <li>Scale and exercises books</li> <li>Sight-reading material</li> <li>College and university websites and catalogues.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation and critique</li> <li>Teacher observation</li> <li>Feedback/critique from other music educators or outside professionals</li> </ul>
6 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.2	<b>Lesson 3: Prepare Audition Material</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Prepare music that is appropriate for a college music audition by studying and by</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>Mirror</li> <li>Recording equipment</li> </ul>	<ul style="list-style-type: none"> <li>Teacher evaluation and critique</li> <li>Teacher observation</li> <li>Feedback/critique from other music educators or outside</li> </ul>

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	1.4.12.A.3 1.4.12.A.4	recording and critiquing audition music practice sessions.		professionals



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**Unit V: Independent Projects**

**Essential Question: How does individual study and coaching prepare a student for an audition?**

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All Semester	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 1: Memorize Scales</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Vocal - Practice scales by listening to the scales on the piano while singing along on the neutral syllable "ah".</li> <li>• Vocal - Practice scales without the piano accompaniment, by singing from memory.</li> <li>• Instrumental - Practice all the flat and sharp key scales by following the fingering chart in the lesson book.</li> </ul>	<ul style="list-style-type: none"> <li>• Major scale study sheets</li> <li>• Piano</li> <li>• Rubric for teacher assessment</li> <li>• Instrumental lesson books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of scales (posture, breathing, rhythm, intonation, pitch, vowel uniformity).</li> </ul>
All semester	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p><b>Lesson 2: Improve Sight-Reading Skills</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Improve sight-reading skills by practicing with a piano accompaniment on the easiest exercises and in method books.</li> <li>• Improve sight-reading skills by gradually increasing the</li> </ul>	<ul style="list-style-type: none"> <li>• Sight-reading exercises.</li> <li>• Sight-reading textbook.</li> <li>• Piano</li> <li>• Rubric for teacher assessment</li> <li>• Instrument method books</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of sight-reading material.</li> </ul>

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All semester	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1 1.4.12.B.2	<p>difficulty of the exercises.</p> <p><b>Lesson 3: Perform Solo Repertoire</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Perform solo repertoire by listening to the selection(s) as performed by professional soloists.</li> <li>• Perform solo repertoire by working with a professional coach/mentor to develop poise and musical skills.</li> <li>• Perform solo repertoire by participating in a recital with other students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio recordings of performances.</li> <li>• Rubric for teacher assessment.</li> <li>• Digital recording equipment.</li> <li>• Piano</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of prepared solo repertoire.</li> </ul>

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**Course: Careers in Music**

**Unit VI: Interview Process**

**Essential Question: How does one prepare for a college interview?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p><b>Lesson 1: Researching Interview Techniques</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Research interview techniques by reading self-help books on interviewing and by viewing successful interview techniques on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet Search on Preparing for College Entrance Interviews.</li> <li>• Samples of recorded interviews.</li> <li>• Computers</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student research and vocabulary being used appropriately- Instant Feedback.</li> <li>• Careers in Music Visual Organizer.</li> <li>• Review list of questions generated by students-give Instant Feedback.</li> </ul>
3 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p><b>Lesson 2: Practicing Interview Techniques</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Practice interview techniques by working on interviewing with a partner in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Interview check-list on what to do and what not to do.</li> <li>• Rubric for peer assessment of practice interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer interview with feedback-Note taking and Assignment Rubric.</li> </ul>
4 days	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1	<p><b>Lesson 3: Displaying Interview Techniques</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Display interview techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Interview checklist.</li> <li>• Rubric for self-assessment.</li> <li>• Rubric for teacher assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Teacher assessment of simulated college interview.</li> </ul>

MELINE	NJCCCS	SKILLS/CONT. OF OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		with the teacher by having the teacher act as the college admissions director and the student as the applicant.		

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**Unit VII: Resume Creation**

**Essential Question: What is the importance of a resume?**

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<b>Lesson 1: Researching a Resume</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>• Research a resume by collecting resume samples from the Internet and from printed material.</li> <li>• Use newly acquired vocabulary by participating in class discussions and research assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• Music Department materials and resources.</li> <li>• Computers with Internet and Word Processing software.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of vocabulary being used correctly and appropriately-Instant Feedback.</li> <li>• Careers in Music Journal and Note-Taking-Rubric.</li> </ul>
2 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<b>Lesson 2: Developing a Resume</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>• Develop a resume by completing the chart "Essential Resume Ingredients".</li> <li>• Select necessary facts for a Resume by organizing, prioritizing and selecting the ingredients on the chart "Essential Resume Ingredients".</li> </ul>	<ul style="list-style-type: none"> <li>• Samples of resumes</li> <li>• Samples of fonts</li> <li>• Digital camera</li> <li>• Computers with Internet and Word Processing software</li> <li>• Essential Resume Ingredients Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Music Assignment Rubric.</li> <li>• Essential Resume Ingredients Worksheet</li> <li>• Building the Resume Worksheet</li> </ul>

MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.12.B.1 1.1.12.B.2 1.2.12.A.2 1.4.12.A.1 1.4.12.A.3 1.4.12.B.1	<p><b>Lesson 3: Creating a Resume</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>• Publish a resume by completing a rough draft and by editing the rough draft.</li> <li>• Decide on the layout and typography of the resume by following the "Resume Layout Tips" worksheet.</li> <li>• Print out the resume.</li> </ul>	<ul style="list-style-type: none"> <li>• Color printer</li> <li>• Quality paper stock</li> <li>• Computer with Internet and Word Processing capability.</li> <li>• Teacher created rubric for designing a resume.</li> <li>• Resume Layout Tips Worksheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of rough draft and finished draft of resume.</li> <li>• Resume Layout Tips Worksheet.</li> </ul>

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**Unit VIII: Create a Personal Logo**

**Essential Question: Why is a personal logo important?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
2 days	1.1.12.B.1 1.1.12.B.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 1: Research a Personal Logo</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Research a personal logo by defining the term "logo" and by appropriate logo ideas in a small discussion group, using a Visual Organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Dictionary</li> <li>Computer dictionary</li> <li>Samples of logos in use on business cards, stationary, advertising flyers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Correct and appropriate use of vocabulary in writing and discussions.</li> <li>Visual Organizer.</li> <li>Careers in Music Logo Assignment Rubric</li> </ul>
2 days	1.1.12.B.1 1.1.12.B.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 2: Develop a Personal Logo</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Develop a personal logo by choosing appropriate graphic art from the Internet or by creating a logo on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Computer</li> <li>Graphic art computer files</li> <li>Samples of logos in use on business cards, stationary, advertising flyers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Correct and appropriate use of vocabulary in writing and discussions.</li> <li>Careers in Music Logo Assignment Rubric</li> </ul>
1 day	1.1.12.B.1 1.1.12.B.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 3: Share Your Personal Logo</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Share your personal logo with the class by participating in a class discussion, explaining your "design" and allowing the class to view your logo.</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Rubric for teacher assessment of student logos.</li> </ul>	<ul style="list-style-type: none"> <li>Correct and appropriate use of vocabulary in writing and discussions.</li> <li>Teacher assessment of Student Logos.</li> </ul>

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**Unit IX: Career Possibilities**

**Essential Question: What are the career possibilities in the field of Music?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
7 days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 1: Research Careers in Music Education, Classical Music and Commercial Music</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Research careers in music education, classical music and commercial music by using the Internet and by conducting personal interviews to gain knowledge regarding employment opportunities in these fields.</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Musicians in the community.</li> <li>Guest musicians (when possible).</li> <li>Music school and college information packets.</li> <li>School library</li> <li>List of career information references.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of vocabulary.</li> <li>Careers in Music</li> <li>Assignment Rubric</li> <li>Instant feedback from teacher</li> <li>Notebook entries and notes taken during research.</li> </ul>
7 days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<p><b>Lesson 2: Report on Careers in Music Education, Classical Music and Commercial Music</b></p> <p><b>Obj: SWBAT:</b></p> <ul style="list-style-type: none"> <li>Report on careers in music education, classical music and opportunities by participating in a Round Robin discussion session in class and by presenting your findings in a</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Musicians in the community.</li> <li>Guest musicians (when possible).</li> <li>Music school and college information packets.</li> <li>School library</li> <li>List of career information references.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of vocabulary.</li> <li>Careers in Music</li> <li>Assignment Rubric</li> <li>Instant feedback from teacher</li> <li>Notebook entries and notes taken during research.</li> <li>Rubric for Evaluating a Written Report.</li> </ul>



MELINE	NJCCCS	SKILLS/CONT. OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
		written report.		
2 days	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 3: Choose a Career in Music Education, Classical Music or Commercial Music</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>Choose a career in music education, classical music or commercial music by consulting parents, teachers, private music teacher, and college admissions directors.</li> </ul>	<ul style="list-style-type: none"> <li>Music Department materials and resources.</li> <li>Musicians in the community.</li> <li>Guest musicians (when possible).</li> <li>Music school and college information packets.</li> <li>School library</li> <li>List of career information references.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate use of vocabulary.</li> <li>Careers in Music</li> <li>Assignment Rubric</li> <li>Instant feedback from teacher</li> <li>Notebook entries and notes taken during research.</li> </ul>

**BRIDGETON PUBLIC SCHOOLS**  
**SUBJECT:**  
**PACING CHART/CURRICULUM MAP**

**Course: Careers in Music**

**Unit X: Recital/Concert**

**Essential Question: How does performance increase confidence and musical ability?**

<b>TIMELINE</b>	<b>NJCCCS</b>	<b>SKILLS/CONTENT OBJECTIVES</b>	<b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>	<b>ASSESSMENTS</b>
Prep all year / 1 evening performance	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 1: Preparation for Recital/Concert</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>• Prepare for the recital/ concert by choosing and practicing solo music.</li> <li>• Prepare for the recital/spring concert by researching and wearing appropriate concert clothing.</li> </ul>	<ul style="list-style-type: none"> <li>• Music Department materials and resources.</li> <li>• Piano for accompanying vocal soloists.</li> <li>• Instruments for instrumental soloists.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for Teacher Assessment of Performance</li> </ul>
Prep all year/ 1 evening performance	1.1.12.B.1 1.1.12.B.2 1.4.12.A.1 1.4.12.A.2 1.4.12.B.1 1.4.12.B.2 1.4.12.B.3	<b>Lesson 2: Performance of Recital/Concert</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>• Perform recital/concert material by singing or playing an instrument with solo repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Music Department materials and resources.</li> <li>• Piano for accompanying vocal soloists.</li> <li>• Instruments for instrumental soloists.</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric for Teachers Assessment of Performance</li> </ul>
		<b>Lesson 3: Critique of Recital/Concert</b>  <b>Obj: SWBAT:</b> <ul style="list-style-type: none"> <li>• Critique recital/ concert</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in Music Performance Rubric</li> <li>• TV / DVD player</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Assessment - Rubric for End Of Year Reflection</li> </ul>

MELINE	NJCCCS	SKILLS/CONTI OBJECTIVES	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENT
		material by viewing the DVD recording of the performance and by completing the End of Year Self Assessment Rubric.	<ul style="list-style-type: none"> <li>• DVD of recital/concert.</li> <li>• Paper / pen</li> </ul>	