

## Scope and Sequence

| <b>Unit #/Title</b>   | <b># of Days</b> |
|---|------------------|
| Unit I – Care and Maintenance                                   | 1 Day            |
| Unit II – Proper Playing Position                               | 3 Days           |
| Unit III – Sight Reading  | 6 Days           |
| Unit IV – Scales  | 8 Days           |
| Unit V – Reading and Performing Pitches and Rhythms             | 21 Days          |
| Unit VI – Midterm Exam: Review and Exam                         | 4 Days           |
| Unit VII – Reading and Performing Melodies                      | 16 Days          |
| Unit VIII – Musicianship  | 9 Days           |
| Unit IX – Ensemble Music: Performing Appropriately Graded Music | 13 Days          |
| Unit X – Influential Orchestral Composers                       | 5 Days           |
| Unit XI – Final Exam: Review and Exam                           | 4 Days           |
| Total Number of Days  | 90 Days          |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit I: Care and Maintenance**

**Essential Question:** How can knowledge of instrument maintenance be used to avoid unnecessary instrument repairs?

| TIMELINE | NJCCCS     | SKILLS/CONTENT OBJECTIVES:  | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|------------|---|---|---|
| 1 day    | 1.1.12.B.2 | <p><b>Lesson 1:</b> Instrument Contract, Maintenance and Expectations</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to prepare instrument for performance by putting instrument away in a way that will not damage instrument, teach others the necessary care and maintenance required for their instrument and complete and sign music department contracts to borrow chosen instrument and performance agreement.</li> </ul> | <ul style="list-style-type: none"> <li>• Instrument and Performance Contracts</li> <li>• Chosen Instrument</li> <li>• Lesson Book</li> <li>• Class Expectations</li> <li>• Know Your Instrument Assessment</li> </ul> | <p>Written Assessment<br/>Student Demonstration<br/>Self Assessment<br/>Instant Feedback<br/>Aural/Oral<br/>Oral<br/>Visual</p> |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit II: Proper Playing Position**

**Essential Question:** How can knowledge of posture and tone production be used to create an idiomatic sound?

| <b>TIMELINE</b> | <b>NJCCCS</b> | <b>SKILLS/ CONTENT OBJECTIVES:</b>  | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>                         | <b>ASSESSMENTS</b>  |
|-----------------|---------------|---|---|---|
| 1 day           | 1.1.12.B.2    | <p><b>Lesson 1: Posture and Tone Production</b></p> <p><b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to produce a characteristic sound on their instrument using correct posture and bow hold by moving towards the edge of chair, placing both feet flat on the floor and pulling shoulders back, and sitting with back erect and balancing the bow, finger and thumb bow placements, arm placement for different string levels, and knowledge of up bow, and down bow.</li> </ul> | <ul style="list-style-type: none"> <li>• Chosen Instrument</li> </ul> | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback</p> |

| TIMELINE | NJCCCS     | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS                                | ASSESSMENTS  |
|----------|------------|---|---|--|
| 2 days   | 1.1.12.B.2 | <p><b>Lesson 2: Review and Assessment of Proper Playing Position</b></p> <p><b>Objectives: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Complete with accuracy a playing assessment of proper playing position by demonstrating the ability to balance the bow, finger and thumb bow placements, arm placement for different string levels, and knowledge of up bow, and down bow, proper playing posture and tone production. This assessment will determine seating placement.</li> </ul> | <ul style="list-style-type: none"> <li>• Chosen Instrument</li> </ul> | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback<br/>Rubric</p> |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit III:** Sight Reading

**Essential Question:** How does sight reading contribute to musical growth?

| TIMELINE | NJCCCS                   | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS  |
|----------|--------------------------|---|---|--|
| 6 days   | 1.1.12.B.1<br>1.1.12.B.2 | <p><b>Lesson 1:</b> Sight Reading</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to sight read and play the written notation of pitches and rhythms together by sight reading changes in pitch, key and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback<br/>Playing Test</p> |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit IV:** Scales

**Essential Question:** How does the practice and implementation of scales contribute to increased instrument technique?

| <b>TIMELINE</b> | <b>NJCCCS</b>                          | <b>SKILLS/ CONTENT OBJECTIVES:</b>   | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|-----------------|--|--|---|--|
| 6 days          | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.2 | <p><b>Lesson 1:</b> Learning Scales</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to perform scales as an individual by performing scales per grade level as indicated: grade 9 will be able to perform 9 major scales, including E, A, D, G, C, F, Bb, Eb, Ab, and one octave chromatic scale, grade 10 will add scales B, F#, and C#, grade 11 will add the scales Db, Gb, and Cb, students in grade 12 will be able to perform all scales learned previously at an increased tempo, and will add a second octave to their chromatic scale.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback<br/>Playing Test</p> |

| TIMELINE | NJCCCS                                 | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS  |
|----------|--|---|---|--|
| 2 days   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.2 | <p><b>Lesson 2: Performing Scales as an Ensemble</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to perform scales in an ensemble setting by performing the scales at a minimum of one octave, with the number of scales required increasing in tempo and difficulty each year, performing scales with a steady beat and sense of time and performing scales from notation and memory.</li> </ul> | <ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul> | Oral<br>Aural<br>Visual<br>Rubric<br>Self Assessment<br>Instant Feedback<br>Playing Test |

BRIDGETON PUBLIC SCHOOLS  
 INSTRUMENTAL MUSIC  
 PACING CHART/CURRICULUM MAP

Course: String Ensemble I, II, III, IV

Unit V: Reading and Performing Pitches and Rhythms

Essential Question: How do concert preparations contribute to musical growth?

| TIMELINE | NJCCCS   | SKILLS/ CONTENT OBJECTIVES:  | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|--|--|---|---|
| 4 days   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | Lesson 1: Correct Performance of Pitch<br><br><b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to read and perform pitches in scalar and non-scalar patterns by performing in several major keys.</li> </ul> | <ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Playing Test<br>Performance |



| TIMELINE | NJCCCS   | SKILLS/ CONTENT OBJECTIVES:  | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|--|--|---|---|
| 4 days   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <p><b>Lesson 2:</b> Correct Performance of Rhythm</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Perform rhythms and rhythm patterns of increasing difficulty by demonstrating the ability to play whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Playing Test<br>Performance |
| 11 days  | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <p><b>Lesson 3:</b> Concert Preparations</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Prepare for concert by reviewing all vocabulary, music, care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales.</li> </ul>   | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Performance                 |
| 1 day    | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <p><b>Lesson 4:</b> Concert Performance</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Perform by playing all learned music in a concert setting.</li> </ul>  | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> </ul>  | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Performance                 |

| TIMELINE | NJCCCS   | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS   | ASSESSMENTS  |
|----------|--|---|--|--|
| 1 day    | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <b>Lesson 5: Performance Critique</b><br><br><b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>• Write a post-performance critique on the musicianship of themselves and their peers.</li> </ul> | <ul style="list-style-type: none"> <li>• Chosen Instrument</li> <li>• Lesson Books</li> <li>• Music Stands and Proper Chairs</li> <li>• Paper</li> <li>• Pencil</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback |

BRIDGETON PULIC SCHOOLS  
 INSTRUMENTAL MUSIC  
 PACING CHART/CURRICULUM MAP

Course: String Ensemble I, II, III, IV

Unit VI: Midterm: Review and Exam

Essential Question: How can assessment improve student growth?

| TIMELINE | NJCCCS                                 | SKILLS/ CONTENT OBJECTIVES:  | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|--|--|---|---|
| 3 days   | 1.1.12.B.1<br>1.1.12.B.2<br>1.4.12.A.3 | <p><b>Lesson 1: Midterm Review</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Prepare for midterm exam by reviewing all information, vocabulary, and music learned, including but not limited to: care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Study Guide Review Sheet</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback                                |
| 1 day    | 1.1.12.B.1<br>1.1.12.B.2<br>1.4.12.A.3 | <p><b>Lesson 2: Midterm Exam</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Complete assessment by completing midterm exam.</li> </ul>  | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> <li>Exam</li> <li>Pencils</li> </ul>     | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Written Exam<br>Performance |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Courses:** String Ensemble I, II, III, IV

**Unit VII: Reading and Performing Melodies**

**Essential Question:** How does correct reading of pitches and rhythm contribute to musical growth?

| <b>TIMELINE</b> | <b>NJCCCS</b>  | <b>SKILLS/ CONTENT OBJECTIVES:</b>   | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|-----------------|--|--|---|--|
| <b>4 days</b>   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <p><b>Lesson 1:</b> Music Reading and Dynamics</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Read and/or sight read with success by performing dynamic markings including pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, diminuendo and sforzando as indicated in music.</li> </ul>  | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback<br/>Performance<br/>Playing Test</p>             |
| <b>11 days</b>  | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | <p><b>Lesson 2:</b> Concert Preparation</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to read and perform melodies using learned pitches and rhythms as dictated by method books and teacher selected performance pieces in duple, triple and compound meter, in various keys, and incorporate scalar and rhythmic patterns learned in previous units of study.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> </ul>  | <p>Oral<br/>Aural<br/>Visual<br/>Self Assessment<br/>Instant Feedback<br/>Written<br/>Performance<br/>Playing Test</p> |

| TIMELINE | NJCCCS   | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|--|---|---|---|
| 1 day    | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.4.12.B.1<br>1.4.12.B.2 | Lesson 3: Concert Performance<br><br><b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Perform in concert by playing as soloists, in duets, and in small or large ensembles in a concert setting.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Performance<br>Critique |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit VIII: Musicianship**

**Essential Question:** How does musicianship effect student growth and development?

| <b>TIMELINE</b> | <b>NJCCCS</b>  | <b>SKILLS/ CONTENT OBJECTIVES:</b>  | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|-----------------|--|---|---|--|
| <b>3 days</b>   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2 | <p><b>Lesson 1:</b> Music Reading and Dynamics</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Read and/or sight read with success by performing dynamic markings including pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, diminuendo and sforzando as indicated in music.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul> | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Performance</p> <p>Playing Test</p> |
| <b>3 days</b>   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2 | <p><b>Lesson 2:</b> Bowing and Articulation Techniques</p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Demonstrate the ability to bowing and articulations as dictated by method book, including down bow, up bow, pizzicato, arco, hooked, staccato, legato, marcato, slurred, and accented.</li> </ul>          | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> </ul>  | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Written Performance</p>             |

| TIMELINE | NJCCCS   | SKILLS/ CONTENT OBJECTIVES:   | TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS  | ASSESSMENTS   |
|----------|--|---|---|---|
| 3 days   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2 | <b>Lesson 3: Vocabulary Implementation</b><br><br><b>Objective: SWBAT</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of time signatures, key signatures, tempos and tempo markings, symbols, by using associated vocabulary terms.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Written Test on Markings</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Performance<br>Written Test |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit IX: Ensemble Music: Performing Appropriately Graded Music**

**Essential Question:** How can performance improve student growth?

| <b>TIMELINE</b> | <b>NJCCCS</b>  | <b>SKILLS/CONTENT OBJECTIVES:</b>  | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|-----------------|--|--|---|--|
| <b>12 days</b>  | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2 | <p><b>Lesson 1: Music Preparation</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Perform selections of appropriately graded ensemble music in both small and large ensembles, by developing intonation, rhythm, melody, harmony and balance skills.</li> </ul>  | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> </ul>                               | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Performance</p>   |
| <b>1 day</b>    | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2 | <p><b>Lesson 2: Music Performance</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Perform learned small and large ensemble music in a concert or public performance by utilizing all skills learned in previous units including, but not limited to pitch performance, scalar patterns, rhythms, rhythmic patterns, dynamics, articulation, intonation, balance and musicianship.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> <li>Exam</li> <li>Pencils</li> </ul> | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Pencils</p> <p>Exams</p> <p>Performance</p> <p>Playing Test</p> |



**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit X: Influential Orchestral Composers**

**Essential Question:** How does musicality improve by studying the works of influential orchestral composers?

| <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<br>1.1.12.B.2<br>1.2.12.A.1<br>1.2.12.A.2<br>1.3.12.B.1<br>1.3.12.B.2 | <p><b>Lesson 1: Works of Influential Composers</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Study the works of influential orchestral composers by exploring the music of various Baroque, Classical, Romantic, 20<sup>th</sup> Century and/or Contemporary composers, examine how the social and political environment influences artists in various social/historical/political contexts, make conclusions and form opinions of work based on research, identify common artistic elements that help define the composer's time period, and perform the works of selected composers.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Test</li> </ul> | Oral<br>Aural<br>Visual<br>Self Assessment<br>Instant Feedback<br>Performance<br>Playing Test<br>Written Test |

**BRIDGETON PUBLIC SCHOOLS  
INSTRUMENTAL MUSIC  
PACING CHART/CURRICULUM MAP**

**Course:** String Ensemble I, II, III, IV

**Unit XI: Final: Review and Exam**

**Essential Question:** How does assessment contribute to student growth?

| <b>TIMELINE</b> | <b>NJCCCS</b>  | <b>SKILLS/ CONTENT OBJECTIVES:</b>   | <b>TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS</b>   | <b>ASSESSMENTS</b>   |
|-----------------|--|--|---|--|
| <b>3 days</b>   | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.3.12.B.3 | <p><b>Lesson 1: Final Exam Review</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Prepare for Final Exam by reviewing all information, vocabulary, and music learned, including but not limited to: care of instrument, class expectations, proper posture, bowing and playing position, sight-reading and the performance of required scales and prepared music.</li> </ul> | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stands and Proper Chairs</li> <li>Study Guide Review Sheet</li> </ul> | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Performance</p>                     |
| <b>1 day</b>    | 1.1.12.B.1<br>1.1.12.B.2<br>1.3.12.B.1<br>1.3.12.B.2<br>1.3.12.B.3 | <p><b>Lesson 2: Final Exam</b></p> <p><b>Objective: SWBAT</b></p> <ul style="list-style-type: none"> <li>Complete assessment by completing final exam.</li> </ul>  | <ul style="list-style-type: none"> <li>Chosen Instrument</li> <li>Lesson Books</li> <li>Music Stand and Proper Chairs</li> <li>Exam</li> <li>Pencils</li> </ul>     | <p>Oral</p> <p>Aural</p> <p>Visual</p> <p>Self Assessment</p> <p>Instant Feedback</p> <p>Written Exam</p> <p>Performance</p> |