

CURRICULUM

FOR

INSTRUMENTAL
MUSIC

GRADE(S) 3-6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

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Subject/Course Title:
Instrumental Music
Grade(s) 3-6

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RAHWAY PUBLIC SCHOOLS CURRICULUM

Instrumental Music: Grade(s) 3-6

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ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Instrument Choice

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will have the opportunity to choose the instrument of their choice to begin the school year. Their choice will be based upon a presentation of all the instruments available to them.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Re7a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Career Readiness, Life Literacies, and Key Skills:

9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Interdisciplinary Connections and Standards:

9.2.8.CAP.12. Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions:

- How do musicians make meaningful connections to creating, performing, and responding?

Knowledge and Skills:

Students will know...

- The general tone of each instrument available as a choice in the music classroom.
- Which instruments belong to which family, i.e. woodwind, brass, percussion.

Students will be able to...

- Choose which instrument they would like to study for the school year.
- Discern between the different musical instruments in the classroom.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will actively name the instrument of their choice and will write down that instrument in their rental/loan contract.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will receive an in-person instrument showcase.
- Students will receive a sheet listing all the instruments from which they can choose.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.

Equipment Needed:

- One instrument of each instrument available for the students to choose from (eg. flute, clarinet, trumpet, trombone etc.).

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Instrument Care and Assembly

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will learn the proper way to take care of their instruments including cleaning, maintenance, and storage.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.1.2.RM.1. Describe how valuable items might be damaged or lost and ways to protect them.

Interdisciplinary Connections and Standards:

2.2.5.MSC.1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions:

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

Knowledge and Skills:

Students will know...

- How to be aware of their surroundings and maintain body awareness while learning how to use an instrument.

Students will be able to...

- Manipulate their new instruments in a manner that is safe and appropriate to the needs of that instrument.
- Pack and unpack their instruments in a safe manner that will limit instances of damage.

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will show their teacher what the proper holding position is for their instruments, how to leave them when not in use, and how to assemble them before learning to play any notes.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will receive a live demo of how to assemble and care for their instruments.
- Videos will be available for students to watch on their own time if they are unsure of how to handle their instruments.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). Teaching Woodwinds: A Guide for Students and Teachers. Mountain Peak Music.
- Whitener, S. (2007). A Complete Guide to Brass (3rd ed.). Cengage Learning.

Equipment Needed:

- Appropriate cleaning supplies for each instrument.
- Instruments for each student.

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Instrument Fundamentals

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will begin to learn the playing fundamentals that are necessary to produce sound within their chosen instrumental families (i.e. woodwinds, brass, percussion fundamentals).

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4b. Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.4. Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

1.2.2.Cn11b. Interact appropriately with media arts tools and environments considering safety, rules and fairness.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

Unit Understandings:

Students will understand that...

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

Unit Essential Questions:

- How will the student be able to use critical thinking and applied knowledge to go from a lack of understanding of playing an instrument to be able to produce strong fundamentals for that same instrument.

Knowledge and Skills:

Students will know...

- How to consistently approach producing sounds on their individual instruments.

Students will be able to...

- Describe and exemplify the proper fundamentals needed for their instruments, including posture, embouchure placement, and consistency in producing a basic tone.
- Confidently produce a tone on their instruments if playing brass and woodwinds instruments.
- Feel what muscles are involved in producing a sound on their instruments.
- Maintain good posture when holding their instruments.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students must create a basic tone before looking at written music.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The lesson may be extended for students who struggle to create sounds on their chosen instrument.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). Teaching Woodwinds: A Guide for Students and Teachers. Mountain Peak Music.
- Whitener, S. (2007). A Complete Guide to Brass (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

- Blocher, L. (1996). *Teaching music through performance in band: Volume 1*. GIA Publications.

Equipment Needed:

- Metronome
- Audio recording device

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Music Theory 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Through the use of method books and other materials, students will learn about basic music theory concepts to increase their level of music literacy.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

9.4.2.IML.2. Represent data in a visual format to tell a story about the data.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions:

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

Knowledge and Skills:

Students will know...

- How to take understanding of literary skills and apply it to reading music notation.

Students will be able to...

- Confidently read basic time signatures including 2/4, 3/4 and 4/4.
- Identify note names as they appear within their method books (i.e. A-G in the musical alphabet).
- Learn solfege syllables that correspond to the major scale.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Student will recite the solfege syllables from memory, either orally or in writing.
- On a written assessment, students will differentiate between 2/4, 3/4 and 4/4.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flashcards will be available for visual learners.
- Students can use other objects such as sticks or coins to represent numbers if they struggle to visualize the music theory concepts.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Staff paper
- Basic music theory worksheets

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: First Set of Notes

Target Course/Grade Level: Grades 3-4

Unit Summary: Based on the progression of the method books, students will learn the first set of notes on their instruments. Percussion students will begin to learn their first set of rudiments as well.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections and Standards:

2.2.5.MSC.1. Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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.

Unit Understandings:

Students will understand that...

- 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.
- Competent and confident age-appropriate performances of gross and fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensify) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- How to manipulate their musculature to produce a set number of notes.

Students will be able to...

- Play a set of notes within the appropriate physical range in succession, which will be a part of a larger scale.
- Play their first set of notes within different musical contexts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will accurately perform their first set of notes before being able to move on to the next lessons.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Lesson may be extended until students have reached the ability to play their first set of notes.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Audio recording device

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Rhythmic Literacy 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will take their knowledge of reading and counting and apply that to counting beats and measures of music.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

9.4.5.CT.3. Describe how digital tools and technology may be used to solve problems.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- What whole and half rests and notes look like and be able to identify them within their music.

Students will be able to...

- Count whole notes, whole rests, half notes, and half rests as they appear within their music.

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- When tested with flash cards, students will recall and recite the correct rhythms that correspond with the image they are shown.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flashcards will be available for visual learners.
- Students can use other objects such as sticks or coins to represent numbers if they struggle to visualize the music theory concepts.

<i>RESOURCES</i>

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Metronome

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Instrumental Technique

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will begin to learn specific techniques for the instrument(s) of their choice.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4e. Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.2. Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.

Interdisciplinary Connections and Standards:

2.2.5.MSC.4. Develop the necessary body control to improve stability and balance during movement and physical activity.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit Understandings:

Students will understand that...

- Performers' interest in and knowledge of musical works, their understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Performer's ability to produce appropriate techniques on their instruments are directly related to the control they have on their musculature.

Unit Essential Questions:

- How can students learn how to produce different articulations such as slurs, accents, and staccato notes.

Knowledge and Skills:

Students will know...

- How to approach their facial musculature to produce the appropriate techniques.
- The different types of strokes if they are percussionists.

Students will be able to...

- Delineate between slurred and tongued notes.
- Engage the appropriate muscles to produce the correct sounds when attempting to play slurred, tongued, and staccato notes.
- Accurately produce the four different stroke types if playing percussion.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be able to accurately perform music from their method books containing slurred and tongued notes.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will have the opportunity to mimic a demo to better achieve the desired result.
- Share YouTube links for other ways of approaching the same concept.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Instrumental mouthpieces for demonstration

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Musicianship 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will begin to expand their knowledge of dynamics and tone production, which will increase their ability to be more expressive within the confines of their technical understanding.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Re7b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.4. Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Interdisciplinary Connections and Standards:

2.2.5.MSC.4. Develop the necessary body control to improve stability and balance during movement and physical activity.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Participants' ability to be musical is directly linked to their ability to identify symbols within the music and understand the composer's intent for a specific piece of music.

Unit Essential Questions:

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

Knowledge and Skills:

Students will know...

- How to produce sounds at different dynamic levels.
- What amount of musculature control it takes to keep a consistent tone while playing different dynamic levels.

Students will be able to...

- Differentiate between the different volumes in the dynamic spectrum ranging from piano to fortissimo.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- When asked to play through the different dynamic levels, students will be able to play within the prescribed range with minimal hesitation and restriction.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Use audio resources that are separate from the method books in order for the students to better identify differences in volume.
- Try working with mouthpieces only in to get the students more comfortable with the physical approach to playing louder volumes.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Instruments to provide examples of good technique

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Rhythmic Literacy 2

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will continue to increase their rhythmic literacy by being exposed to more types of rhythmic durations and patterns within music.

Approximate Length of Unit: Week 1

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.IML.2. Create a visual representation to organize information about a problem or issue.

Interdisciplinary Connections and Standards:

9.4.5.CT.3. Describe how digital tools and technology may be used to solve problems.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.
- Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- The mathematical relationship between quarter, eighth, and dotted quarter notes and rests.

Students will be able to...

- Identify quarter, eighth, and dotted eighth notes and rests within their music.
- Confidently count their music when presented with a combination of quarter, eighth, and dotted quarter notes and rests.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- When presented with flash cards, students will be able to recall and recite the appropriate rhythms.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flashcards will be available for visual learners.
- Students can use other objects such as sticks or coins to represent numbers if they struggle to visualize the music theory concepts.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Staff paper
- Pencils
- Whiteboard
- Markers

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Scales 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will complete learning the necessary notes to be able to play the full concert Bb major scale.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr5b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

2.2.5.MSC.3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- All 8 notes that make up the concert Bb scale, including the appropriate accidentals.

Students will be able to...

- Identify when segments of the scale are presented in their music.
- Accurately perform the Bb scale with a strong level of success.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be able to play a concert Bb scale on their instrument, irrespective of the speed at which they play.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The lesson may be extended for those struggling to perform all the notes of the concert Bb major scale.
- Offer students other resources to view in order to get a different perspective on the approach to technique in order to play through the Bb major scale.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Metronome

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Large Ensemble Techniques 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will apply the techniques and skills they have learned in their lessons and begin to apply them within the context of large ensemble rehearsals.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.TL.4. Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Interdisciplinary Connections and Standards:

6.1.5.CivicsPR.3. Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand that...

- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Knowledge and Skills:

Students will know...

- Appropriate behavior in large ensemble settings.
- The expectations for being in a large ensemble rehearsal including preparedness, punctuality, discipline, and performance standards.

Students will be able to...

- Play their music in a large ensemble setting.
- Understand the tools their conductor uses to guide the band during rehearsals.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will respond appropriately to non-vocal cues from their ensemble director.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Some students may need more attention during full ensemble rehearsal in order to learn etiquette and their role as in individual within the ensemble.

RESOURCES

Teacher Resources:

- Blocher, L. (1996). *Teaching music through performance in band: Volume 1*. GIA Publications.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Baton
- Tonal Energy app

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Sight Reading 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will put all the concepts they have learned so far together in order to sight read grade appropriate repertoire.

Approximate Length of Unit: 1 Week

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.8.Pr4c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.IML.3. Represent the same data in multiple visual formats in order to tell a story about the data.

Interdisciplinary Connections and Standards:

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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Unit Understandings:

Students will understand that...

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

Unit Essential Questions:

- How do performers select repertoire?

Knowledge and Skills:

Students will know...

- How to approach sight-reading.
- In what order to adhere to the information on the page.

Students will be able to...

- Read music from beginning to end without looking at it beforehand.
- Read ahead within their music while focusing their energy on the current task.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will receive either written or auditory feedback on their sight reading. Feedback will include comments on musical concepts such as tone, rhythm, note accuracy and timing.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Make the sight-reading examples accessible for all the students.
- Some students may require easier or harder examples depending on their skill level.

RESOURCES

Teacher Resources:

- Sight reading repertoire from music library.

Equipment Needed:

- Metronome

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Composition 1

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will begin to explore composing their own ideas using the concepts and notes they have learned so far.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.2.5.Cr1a. Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b. Develop individual and collaborative artistic goals for media artwork using a variety of methods.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.TL.1. Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Interdisciplinary Connections and Standards:

1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Unit Understandings:

Students will understand that...

- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.
- Different digital tools have different purposes.

Unit Essential Questions:

- How do musicians generate creative ideas?

Knowledge and Skills:

Students will know...

- Multiple formats in which they can compose music.

Students will be able to...

- Discern in which format they are more comfortable composing music; written, mentally or through digital tools.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Hard copies of the students’ compositions will be held. Any submission of original music will count as evidence towards the completion of this unit.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Writing with pencil and paper, audio recording, and writing into Garage Band will be available options for composition in this lesson. The student will choose the format in which they feel most comfortable.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Staff paper
- Pencils
- Audio recorder

- Laptop(s) (if applicable)

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Musicianship 2

Target Course/Grade Level: Grades 3-4

Unit Summary: Students will begin to learn about moving dynamics (crescendo/diminuendo) and phrasing.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Re7b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CI.4. Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Interdisciplinary Connections and Standards:

2.2.5.MSC.4. Develop the necessary body control to improve stability and balance during movement and physical activity.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Participants' ability to be musical is directly linked to their ability to identify symbols within the music and understand the composer's intent for a specific piece of music.

Unit Essential Questions:

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

Knowledge and Skills:

Students will know...

- What physical changes need to occur to achieve crescendos and diminuendos.
- How to play notes in succession in order to create longer lines.

Students will be able to...

- Accurately represent the moving dynamics they see on the page.
- Connect notes in an overarching manner vs. playing note-to-note.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will receive either written or auditory feedback on their ability to produce dynamics, specifically crescendos and decrescendos.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Depending on the technical ability of the students, the lesson will be adjusted to tailor the range of dynamic expression so that all students can achieve an increase in their dynamic range.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Metronome

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Solo Performance and Small Ensemble

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will have the opportunity to either learn solo pieces or small ensemble pieces of their choice to practice and potentially perform in concert, depending on the student's amount of practice.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr6a. Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

Career Readiness, Life Literacies, and Key Skills:

9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Interdisciplinary Connections and Standards:

2.1.5.EH.3. Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Unit Understandings:

Students will understand that...

- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Knowledge and Skills:

Students will know...

- What music they would like to perform.

Students will be able to...

- Identify music that they want to play and be able to articulate those wants to their respective teachers.
- Identify music that they feel represent their current state of mind and use music performance as a coping mechanism.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly "understand"?

- A list of solo and small ensemble groups will be made. Students will have achieved this lesson as long as their name makes it onto a list with some sort of music or exercise to be performed/practiced.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Each student will have the opportunity to choose whether they want to perform music of their choice or music that they already know.
- If a student is not comfortable performing alone, they will have the opportunity to perform in small groups.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score
- Access to online arrangement databases

Equipment Needed:

- Laptop to access arrangement database

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Scales 2

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will begin learning the concert Eb and F major scales.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr5b. Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

2.2.5.MSC.3. Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- What notes - including their accidentals - belong to the concert Eb and F major scales.
- How to control their embouchure as they navigate through the different tessitura of their instruments.

Students will be able to...

- Play through the concert Eb and F major scales at an appropriate pace.
- Recite the pattern of whole steps and half steps within the major scale framework.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Student will be assessed on their achievement of the concert F and Eb major scales.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The lessons may be lengthened depending on the student’s ability to play through both the concert F and Eb major scales.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

Metronome

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Music Theory 2

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will develop a technical understanding of sharps, flats, and naturals as they relate to their instrument.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr5a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

9.4.2.IML.2. Represent data in a visual format to tell a story about the data.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- How sharps, flats, and naturals are used from a compositional standpoint.
- How sharps, flats, and naturals change a note when it is written on the page.

Students will be able to...

- Write out major scales from memory using the proper sharps and flats.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Student will receive feedback on how accurately they are able to discern between sharps, flats, and natural signs.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- If needed, students can use flashcards to better understand what sharps, flats, and naturals look like out of context of music.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- White Board
- Markers

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Music Analysis

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will begin to focus on ear training and learn to identify ideas within musical contexts such as pitch being higher or lower, speed being faster or slower, and volume being softer or louder. By honing their skills in ear training, students will have the opportunity to help the other students around them that may not get the concepts as quickly.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Re8a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Career Readiness, Life Literacies, and Key Skills:

9.1.5.CR.1. Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Interdisciplinary Connections and Standards:

7.1.NM.IPRET.2. Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand that...

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

Unit Essential Questions:

- How do we judge the quality of musical work(s) and performance(s)?

Knowledge and Skills:

Students will know...

- How to balance within an ensemble based on how they compare in pitch, speed and volume to the people around them.

Students will be able to...

- Compare pitch, speed, and volume when hearing examples played back-to-back.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- On a worksheet, students will be able to accurately compare whether audio samples are higher or low in pitch, faster or slower, or louder or softer.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The listening examples will be tailored to either the instrument that the student plays or any other instrument they have feel confident listening to.

RESOURCES

Teacher Resources:

- Online audio samples

Equipment Needed:

- Tuner(s)
- Amplifier or loudspeaker
- Tonal energy app

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Performing Music

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will begin to practice and sight-read standard elementary/middle school literature in preparation for a concert or for long term exposure.

Approximate Length of Unit: 5 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4e. Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Career Readiness, Life Literacies, and Key Skills:

9.2.5.CAP.1. Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Interdisciplinary Connections and Standards:

6.1.5.HistoryCC.2. Use a variety of sources to illustrate how the American identity has evolved over time.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Unit Understandings:

Students will understand that...

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

Unit Essential Questions:

- How do performers select repertoire?

Knowledge and Skills:

Students will know...

- All the notes of the concert F, Bb, and Eb major scales.

Students will be able to...

- Offer their opinions on the standard elementary/middle school literature to gauge how effective that music was in instilling interest in the students.
- Identify what specific qualities in the music make it standard literature in the United States.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Attendance will be taken to ensure that students do not miss days in which ensemble music is rehearsed.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be broken up into different level bands depending on their ability thus far into the school year.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score

Equipment Needed:

- Scores and parts from music library for appropriate level music.

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Rhythmic Literacy 3

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will continue to learn more rhythms including sixteenth and triplet notes and rests. Students will also use the information they already know about rhythms to help them identify the symbols and figures that they do not know yet.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4c. Analyze selected music by reading and performing using standard notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.CT.1. Identify and gather relevant data that will aid in the problem-solving process.

Interdisciplinary Connections and Standards:

9.4.5.CT.3. Describe how digital tools and technology may be used to solve problems.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

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

Unit Understandings:

Students will understand that...

- 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.
- The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

Unit Essential Questions:

- How do musicians improve the quality of their performance?

Knowledge and Skills:

Students will know...

- How to identify sixteenth and triplet notes and rests.
- How sixteenth and triplet notes and rests related to all the other rhythms they have learned thus far.

Students will be able to...

- Count with the appropriate counting syllables and accurately depict the length of sixteenth and triplet notes.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- When tested with flash cards, students will recall and recite the correct rhythms that correspond with the image they are shown.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Flashcards will be available for visual learners.
- Students can use other objects such as sticks or coins to represent numbers if they struggle to visualize the music theory concepts.

RESOURCES

Teacher Resources:

- Standard of Excellence - Conductors Score
- Rhythm Flashcards

Equipment Needed:

- Whiteboard
- Markers

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Large Ensemble Techniques 2

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will begin to apply their ear and musicianship training in a large ensemble context.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.TL.4. Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Interdisciplinary Connections and Standards:

6.1.5.CivicsPR.3. Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand that...

- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Knowledge and Skills:

Students will know...

- What the terms balance and blend mean and how they relate to playing their instruments within a large ensemble.

Students will be able to...

- Identify whether they are adding to the ensemble sound in a negative or a positive way.
- Recognize if they are approaching their music similarly in comparison to the people around them.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be silent when the ensemble director’s hands go up.
- Students will be graded on their etiquette during large ensemble rehearsals.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be broken up into different level bands depending on their ability thus far into the school year.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Metronome
- Tonal energy app

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Composition 2

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will use all the music theory they have learned up to date to create new music for themselves and for their classmates. Students will use different formats including audio recordings, handwritten notation, and digital notation to record their ideas into concrete forms.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.2.5.Cr1a. Generate ideas for media artwork, using a variety of tools, methods and/or materials.

1.2.5.Cr1b. Develop individual and collaborative artistic goals for media artwork using a variety of methods.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.TL.1. Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Interdisciplinary Connections and Standards:

1.3A.5.Cr2b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Unit Understandings:

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.
- Different digital tools have different purposes

Unit Essential Questions:

- How do musicians generate creative ideas?

Knowledge and Skills:

Students will know...

- How to use a digital recorder to record a segment of music.
- How to use music notation to organize their musical ideas onto paper.

Students will be able to...

- Use tools like staff paper, Garage Band, or digital recorders to record their original ideas.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Hard copies of the students’ compositions will be held. Any submission of original music will count as evidence towards the completion of this unit.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Writing with pencil and paper, audio recording, and programming into Garage Band will be available options for composition in this lesson. The student will choose the format in which they feel most comfortable.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Staff paper
- Audio recording device
- Garage band
- Laptop

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: World Music

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will be exposed to music of different cultures. Students will have the opportunity to listen, critique and learn to play music of other cultures that lie within their realm of understanding.
(AAH) (AAPI)

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Cn11a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Career Readiness, Life Literacies, and Key Skills:

1.3A.5.Pr4d. Explain how context (e.g., personal, social, cultural, historical) informs performances.

Interdisciplinary Connections and Standards:

6.1.2.HistoryUP.2. Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Unit Understandings:

Students will understand that...

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions:

- How do musicians make meaningful connections to creating, performing, and responding?

Knowledge and Skills:

Students will know...

- That there are many different approaches to music and composition within the world.
- What instruments are common throughout many different worldly styles of music.

Students will be able to...

- Identify instruments from other cultures.
- Describe major difference in the sounds of western music and non-western music.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be able to successfully answer basic questions about instruments from other cultures they have studied.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- The students will have the opportunity to offer up sources to listen to during the lesson, which provides them with a sense of active choice within the lesson.

RESOURCES

Teacher Resources:

- Appropriate YouTube links.

Equipment Needed:

- Any ethnic instruments available at the teacher’s disposal.

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Sight Reading 2

Target Course/Grade Level: Grades 5-6

Unit Summary: After being exposed to standard middle school repertoire, students will begin sight reading more pieces to increase exposure to the level of music they would expect in the upcoming grades.

Approximate Length of Unit: 2 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.8.Pr4c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.IML.3. Represent the same data in multiple visual formats in order to tell a story about the data.

Interdisciplinary Connections and Standards:

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.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Unit Understandings:

Students will understand that...

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

Knowledge and Skills:

Students will know...

- What level of music to expect in the years to come if they choose to continue on with instrumental music.

Students will be able to...

- Sight read 6th and 7th grade band literature.

- Apply all the performance concepts they have learned throughout the year in order to perform them in new, more challenging contexts.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will receive either written or auditory feedback on their sight reading. Feedback will include comments on musical concepts such as tone, rhythm, note accuracy and timing.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Make the sight-reading examples accessible for all the students.
- Some students may require easier or harder examples depending on their skill level.

RESOURCES

Teacher Resources:

- Access to JW Pepper or other musical catalogue websites.

Equipment Needed:

- Score and parts of grade level appropriate music from the teacher’s music library.

UNIT OVERVIEW

Content Area: Instrumental Music

Unit Title: Large Ensemble Techniques 3

Target Course/Grade Level: Grades 5-6

Unit Summary: Students will begin to understand what their individual responsibilities are within a large ensemble in order for the ensemble to make positive changes within rehearsals.

Approximate Length of Unit: 3 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

1.3A.5.Pr4a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.

1.3A.5.Pr6b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Career Readiness, Life Literacies, and Key Skills:

9.4.5.TL.4. Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

Interdisciplinary Connections and Standards:

6.1.5.CivicsPR.3. Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Unit Understandings:

Students will understand that...

- 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.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Unit Essential Questions:

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Knowledge and Skills:

Students will know...

- How to tune their own instruments.
- How to listen to and identify if the student is in tune.

Students will be able to...

- Use a tuner to identify whether they instruments are in tune to the standard tuning note.
- Identify what note within a chord they play through pitch matching and ear training.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be silent when the ensemble director’s hands go up.
- Students will be graded on their etiquette during large ensemble rehearsals.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Students will be broken up into different level bands depending on their ability thus far into the school year.

RESOURCES

Teacher Resources:

- Wilson, K. M., Hamilton, S., Dubois, M., Andrus, D., Mann, J., & Levinsky, G. B. (2014). *Teaching Woodwinds: A Guide for Students and Teachers*. Mountain Peak Music.
- Whitener, S. (2007). *A Complete Guide to Brass* (3rd ed.). Cengage Learning.
- Standard of Excellence - Conductors Score

Equipment Needed:

- Tuner
- Loudspeaker
- Tonal energy app