



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: Instrumental Music, Grade 5

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Instrumental Music, Grade 5

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
October 2012	Jessica Shaw	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Music Theory and Intro to Band Instruments	21	Unit 4: Performance (Apply all units)
2	Unit 1: Music Theory and Intro to Band Instruments	22	Unit 4: Performance (Apply all units)
3	Unit 1: Music Theory and Intro to Band Instruments	23	Unit 4: Performance (Apply all units)
4	Unit 2: Music Theory and Instrument Basics	24	Unit 4: Performance (Apply all units)
5	Unit 2: Music Theory and Instrument Basics	25	Unit 4: Performance (Apply all units)
6	Unit 2: Music Theory and Instrument Basics	26	Unit 4: Performance (Apply all units)
7	Unit 2: Music Theory and Instrument Basics	27	Unit 4: Performance (Apply all units)
8	Unit 3: Developing Command of Instrument	28	Unit 4: Performance (Apply all units)
9	Unit 3: Developing Command of Instrument	29	Unit 4: Performance (Apply all units)
10	Unit 3: Developing Command of Instrument	30	Unit 4: Performance (Apply all units)
Week	Marking Period 2	Week	Marking Period 4
11	Unit 4: Performance (Apply all units)	31	Unit 4: Performance (Apply all units)
12	Unit 4: Performance (Apply all units)	32	Unit 4: Performance (Apply all units)

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13	Unit 4: Performance (Apply all units)	33	Unit 4: Performance (Apply all units)
14	Unit 4: Performance (Apply all units)	34	Unit 4: Performance (Apply all units)
15	Unit 4: Performance (Apply all units)	35	Unit 4: Performance (Apply all units)
16	Unit 4: Performance (Apply all units)	36	Unit 4: Performance (Apply all units)
17	Unit 4: Performance (Apply all units)	37	Unit 4: Performance (Apply all units)
18	Unit 4: Performance (Apply all units)	38	Unit 4: Performance (Apply all units)
19	Unit 4: Performance (Apply all units)	39	Unit 4: Performance (Apply all units)
20	Unit 4: Performance (Apply all units)	40	Unit 4: Performance (Apply all units)

Core Instructional & Supplemental Materials including various levels of Texts

Instruments, notation worksheet packets, instrumental Lesson Books (Essential Elements), www.jwpepper.com, band and ensemble music for varied instruments on appropriate levels, rhythm cards, white board and markers.

All materials should reflect repertoire, composers, cultures, and history of diverse contacts and resources.

www.ACDA.org (diverse resources for repertoire and teaching materials)

www.njmea.org (diverse resources for repertoire and teaching materials)

<https://acda.org/publications>

<https://njmea.org/professional-resources/>

Time Frame

3 weeks, ongoing

Topic

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Unit 1: Music Theory and Intro to Band Instruments

Alignment to Standards

- 1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
- 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines.
- 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
- 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 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.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the elements of music and how do musicians and composers manipulate these to create music?
- How does reading music notation relate to the ability to understand and perform music?
- What constitutes a desirable individual tone quality?
- What constitutes a desirable ensemble tone quality?
- How does an individual sound affect the ensemble sound?
- Why is rhythm important in music?
- Why is articulation necessary?
- Are music articulation and spoken language related?
- How do different articulations affect musical style?

SWBAT demonstrate understanding of the following:

- Music is the organization of sound, and can be created through notated rhythms and pitches.
- A strong rhythmic vocabulary is essential for musical development.
- Internal pulse is the heartbeat of music.

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- Articulation is the beginning of all tone production.
- Articulation impacts all elements of music.
- Proper articulation dictates proper execution of style.
- Desirable tone quality stems from air support and posture.
- Every instrument has a different and unique timbre.

Learning Activities:

- Draw the notes, rests, and symbols previously introduced.
- Demonstrate correct instrument playing posture and embouchure.
- Demonstrate how to safely and correctly put their instrument together and apart.
- Clap and play using the notes, rests, and symbols previously introduced. (Whole, half, quarter, eighths).
- Execute an external steady beat while developing an internal steady beat.
- Use a metronome while performing rhythms.
- Use tongue in a proper striking motion for instrument.
- Apply proper tonguing technique while performing various articulation styles.
- Name notes on the staff of appropriate clef.
- Demonstrate how to make sound on selected instruments.
- Perform simple rhythms using whole, half, quarter and eighth notes, and whole, half, and quarter rests.

Assessments

Formative:

- Google classroom posts
- Instrument performances alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Written music theory worksheets
- Self-assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording with rubric

Alternative:

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COURSE: Instrumental Music, Grade 5

- Portfolio

Interdisciplinary Connections

World Languages

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

ELA

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and resources online to play examples of melodies from around the world
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

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COURSE: Instrumental Music, Grade 5

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	4 weeks, ongoing
Topic	
Unit 2: Music Theory and Instrument Basics	
Alignment to Standards	
1.3B.12prof.Cr1a: Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. 1.3B.12acc.Cr1a: Describe and demonstrate how sounds and musical ideas can be used to represent events, memories, visual images, concepts, texts, or storylines. 1.3B.12adv.Cr1a: Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas. 1.3B.12prof.Cr2a: Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images or storylines. 1.3B.12prof.Cr2b: Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary). 1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines 1.3B.12acc.Cr2b: Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (e.g., binary, rondo, ternary). 1.3B.12adv.Cr2a: Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas. 1.3B.12adv.Cr2b: Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).	

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- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 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.
- 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.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 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)
- 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.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does reading music notation relate to the ability to understand and perform music?
- What is music notation and how does understanding it bring us closer to understanding the music it represents?
- What constitutes a desirable individual tone quality?
- What constitutes a desirable ensemble tone quality?
- Refined individual tone quality positively impacts ensemble sonority.
- How are posture, breath support, and articulation important to playing a band instrument?
- What behaviors and skills are needed to play an instrument well?

SWBAT demonstrate understanding of the following:

- Students will be able to understand that the ability to read music notation correlates with musical fluency and literacy.

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- How to interpret written music to perform on an instrument.
- Students will identify desirable individual and ensemble tone quality through recordings of classical excerpts.
- Different styles music have different purposes and can convey different meanings.
- How to describe different elements of music and elements of musical selections. (Not limited to timbre, mood, and form).
- Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- Playing an instrument allows us to communicate without words.
- Silence is as important as sound in a musical composition.
- Scales and arpeggios are the building blocks of music compositions.
- Posture, breath support, correct embouchure, and practice help produce a desirable tone.
- Musicians must practice to become better and improve their tone and ability.

Learning Activities:

- Warm ups
- Concert B-flat scale
- Individual and group practice
- Online music theory exercises
- Listening activities
- Singing activities
- Discussion of listening activities
- Identify and perform music in the following time signatures: 4/4, 3/4, 2/4.
- Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs, first ending, second ending, and one measure repeat sign; pick up note, fermata, key changes, accidentals, tempo and stylistic indications.
- Name flats and sharps in a key signature.
- Name lines and spaces on the appropriate clef.
- Demonstrate the ability to identify and perform notes beyond the staff.
- Identify accidentals on the staff. Identify and apply the following dynamic markings: piano, mezzo piano, mezzo forte, forte, crescendo and diminuendo.
- Listen for and apply an acceptable beginning tone quality.
- Listen to their instrument specific section and match their overall tone while blending in their individual sound.
- Listen to their ensemble and create a well balanced sound.
- Demonstrate varying articulations such as tonguing and slurring.

Assessments

Formative:

- Google classroom posts
- Playing instruments alone and in small groups

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- Individual and group Recordings
- Google Forms/Quizzes
- Written music theory worksheets
- Self assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording

Alternative:

- Portfolio

Interdisciplinary Connections

World Languages

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

ELA

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

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Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and resources online to play examples of melodies from around the world
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	3 weeks, ongoing
Topic	
Unit 3: Developing Command of Instrument	
Alignment to Standards	

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- 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
- 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.
- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
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arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- Is technical development necessary to musical performance?
- Why do musicians need to be technically proficient?
- How does improved technique increase performance options?
- What methods are best to help one improve their musical proficiency?
- How does reading music notation relate to the ability to understand and perform music?
- How are posture, breath support, and articulation important to playing a band instrument?

SWBAT demonstrate understanding of the following:

- Technical proficiency is an essential element of musical performance.
- More difficult music necessitates a higher level of technical facility.
- Developing one's technique opens up many musical opportunities.
- Varying methods and styles of practice help musicians become more proficient.
- Understanding all musical notation and markings helps musicians perform with better understanding of the music.
- Posture, breath support, and articulation are the cornerstones of good tone quality.

Learning Activities:

- Warm ups
- Concert B-flat Scale
- Individual and group practice
- Online music theory exercises
- Listening activities
- Discussion of listening activities
- Recordings and evaluations of small groups and individuals with a rubric.
- Identify and perform music in the following time signatures: 2/4, 3/4, 4/4
- Correct posture. Proper instrument carriage and hand position/grip.
- Correct fingerings, slide positions, sticking, and auxiliary percussion technique.
- An instrument specific warm up routine. (Lip slurs, rudiments, etc).
- Scales and scale-based exercises.
- Hold instrument properly, using correct angle and appropriate hand position.
- Demonstrate the ability to execute fingerings, slide positions, stickings, and auxiliary percussion technique.
- Begin performing concert music
- Identify and perform according to Italian musical terms such as tempo and dynamics.

Assessments

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Formative:

- Google classroom posts
- Playing instruments alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Self assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording

Alternative:

- Portfolio

Interdisciplinary Connections

World Languages

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

ELA

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed..

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

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Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
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Career Education

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CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Time Frame	30 weeks, ongoing
Topic	
Unit 4: Performance	
Alignment to Standards	

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- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.
- 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.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 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)
- 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.
- 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does learning an instrument or playing in an ensemble make you an intelligent listener?

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- What does it mean to actively listen?
- How does learning music make one culturally aware?
- How do I produce a good sound?
- How do technique and practice habits affect the ensemble as a whole?
- How do I become a better musician?

SWBAT demonstrate understanding of the following:

- Students will understand that the process of critique is essential to the development of all proper performance practices.
- Listening is the most important skill of a musician.
- Musicians must always be aware of their sound.
- Music can have many different purposes and meanings.
- Practice is essential to develop technical proficiency and become a good musician.
- Posture, breath support, and articulation are the cornerstones of good tone quality.

Learning Activities:

- Warm Up exercises
- Concert B-flat scale
- Playing in time signatures: 2/4, 3/4, and 4/4
- Performing using whole, half, quarter, and eighth rests, along with multiple measure rests.
- Instrument specific exercises (Lips slurs, rudiments, etc).
- Spring Concert music
- Spring Concert performance
- 5th grade orientation day performances
- Group discussions during small and large ensemble with other students
- Student exposure to each other will provide perspective which is crucial in critique.
- Students will listen to recordings of themselves, (in class and/or at home) both from rehearsals and performances, and discuss strengths as well as areas that in need of improvement.
- Students and teacher will discuss progress made from beginning of the year

Assessments

Formative:

- Google classroom posts
- Playing instruments alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Music theory worksheets
- Self assessment with rubric
- Critique

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- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording

Alternative:

- Portfolio

Interdisciplinary Connections

World Languages

7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

ELA

LA.6.SL.PE.6.1 A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.7.SL.PE.8.1. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

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

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

Technology Integration

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

- Youtube and resources online to play examples of melodies from around the world

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- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Additionally resources and extension activities will be posted on Google Classroom in order to encourage students to reflect of their learning and expand on their knowledge.
- Students will use Google Slides in order to synthesize and present information
- Students will use Google Forms in order to reflect on learning progress

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)

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- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow students to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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