

Bedminster Township School Curriculum
Visual & Performing Arts - Instrumental Music (Strings) Grades 5 - 8
Unit 1: Basic Skills for Getting Started

Grades 5-8 Week 1 - Week 9

National Core Arts Standards

Standard 1.3D Music: Harmonizing Instruments

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice:

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Intermediate:

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical) .

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- Explanation of how Standard 8 connect to the unit: Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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

- **Explanation of how interdisciplinary standards connect to the unit:** Students need to understand written directions as to how to assemble the various parts of their instrument so that the instrument can be held and played correctly.

Unit Rationale

Students will learn the Basic Skills needed for Getting Started with their musical instrument which will include:

- Proper care of their musical instrument.

- Proper playing position for their musical instrument.

Enduring Understandings Students will learn about the parts of their musical instruments and how to properly identify, assemble and care for them. Students will learn the proper posture needed to play their musical instrument.	Essential Questions What do I need to know about my musical instrument to get started? How do I hold and get ready to play my musical instrument?
Content <u>Basic Skills for Getting Started</u> A. The Instrument 1. Identifying parts of the instrument 2. Caring for the instrument B. Playing Posture 1. Using proper playing posture: body, arm, hand, and finger positions 2. Violin & Viola and String Bass while sitting or standing to play 3. Cello & String Bass - properly support the instrument while sitting to play	Skills <u>Bloom's Taxonomy</u> Students will be able to successfully: • Identify the parts of their instrument • Demonstrate how to properly care for their instrument • Demonstrate proper posture and playing position for their instrument sitting, standing, or both
Assessments Performance Assessment Benchmark Assessment: Teacher will observe and evaluate individual's proper holding and care of their musical instrument and bow. Benchmark Assessment: Teacher will observe and evaluate individual's proper posture and playing position for their musical instrument. Formative: Teacher will evaluate beginner instrumentalists' proper posture, holding and care and proper playing position for their musical instrument and bow. Formative: Teacher will evaluate intermediate and advanced instrumentalists' proper posture, holding and care and proper playing position for their musical instrument and bow; teacher will evaluate proper body, arm, hand, and finger positions for ease and accuracy of bowing and fingering. Summative: Teacher will evaluate beginner instrumentalists' for proper posture, holding and care and proper playing position for their musical instrument and bow. Teacher will evaluate intermediate and advanced instrumentalists for proper posture, holding and care and proper playing position for their musical instrument and bow; teacher will evaluate proper body, arm, hand, and finger positions for ease and accuracy of bowing and fingering. Teacher will use the <u>INSTRUMENTAL MUSIC (STRINGS) BASIC SKILLS RUBRIC</u> for these Assessments. Alternative Assessments: Teacher may modify and/or adjust the posture, holding and care and proper playing position for their musical instrument and bow to better meet the needs of the students.	
Differentiate Instruction, depending on individual student needs see below	
Resources	

Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books

Muller-Rusch String Series *by Harold Rusch and J. Frederick Muller*

Suzuki Violin School Volumes 1, 2, 3 & 4 by Dr. Shinichi Suzuki

Sheet Music, Musical Instruments, Instructional Music Videos

Reflections

What worked well? What needs to be improved? What resources do you need or recommend? [If applicable]

Visual & Performing Arts - Instrumental Music (Strings) Grades 5- 8
Units 2 & 3 Tone Production, Tuning & Pitch

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

Standard 1.3D Music: Harmonizing Instruments

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice:

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Intermediate:

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical) .

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- Explanation of how Standard 8 connects to the unit: Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to understand written instructions on how to approach instrument playing with correct posture. Students must be able to look at a diagram of correct posture as well as correct instrument assembly for proper performance.

Interdisciplinary Connections, 8.1 Technology Standards, and Notes:

Interdisciplinary Connection: Health & Physical Education 2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Technology 8.1.5.A.1

Unit Rationale

Beginner (Novice)

Students will develop an understanding of musical pitch.

Students will learn how to identify and interpret musical pitch through performance as well as written music/notation.

Intermediate & Advanced

Students will learn to read and play more pitches/notes characteristic of the range of their musical instrument while remaining developmentally appropriate.

Enduring Understandings

Students will develop an understanding of musical pitch.

Students will learn how to identify and interpret musical pitch through:

Beginner (Novice)

- Performance
 - playing pitches - learning notes
- Learning to read written music/notation

Intermediate & Advanced

- Performance
 - play more pitches/notes characteristic of the range of their musical instrument while remaining developmentally appropriate.
- Learning to read more written music/notation characteristic of the range of their musical instrument while remaining developmentally appropriate.

Essential Questions

Beginner (Novice)

What is pitch in music?

How will I play music and know which pitch(es) I am playing?

How will I read notes/music?

Intermediate & Advanced

What is the range of my musical instrument?

Will I learn any new notes in my music and/or on my instrument?

Content

Beginner (Novice)

Students will develop an understanding of musical pitch.

- Pitch is the specific highness or lowness of a tone in relation to notes in a scale.

Skills

Bloom's Taxonomy

Students will demonstrate an understanding of musical pitch by:

Beginner (Novice)

- playing pitches on musical instruments

Students will learn how to identify and interpret musical pitch through: • Performance • playing pitches - learning notes • Learning to read written music/notation • lines & spaces on the staff - treble clef, alto clef (viola) and/or bass clef(cello & bass) • accidentals: • sharps, flats, naturals • key signature: • concert D • Listening to pitches and music <u>Intermediate & Advanced</u> • Performance • Play all pitches within a prescribed range for their musical instrument, while remaining developmentally appropriate • Learn to play new notes in music and/or on my instrument • Learn to play one octave scales in the keys of Concert D, A, & G major • Learn to play scales characteristic for their instrument when developmentally appropriate • Learn the range of their musical instruments. • Learning to read intermediate and/or advanced level written music/notation • key signatures: • concert A, D, G • Listening to new pitches and music	• learning to play notes • learning to read written music/notes/notation • listening to pitches and music <u>Intermediate & Advanced</u> • playing all pitches within a prescribed range for their musical instrument, while remaining developmentally appropriate • learning to play new notes in music and/or on my instrument • learning to play one octave scales in the keys of Concert D, A, & G major • learn to play scales characteristic for their instrument when developmentally appropriate • learning the range of their musical instruments. • learning to read intermediate level written music/notation • understanding key signatures: • listening to new pitches and music
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Assessments

Performance Assessment

Benchmark Assessment: Teacher will observe and evaluate beginner strings student’s ability to play pitches/tones/notes as well as their ability to learn basic notes on their musical instruments at the beginning of the student’s course of study.

Benchmark Assessment: Teacher will observe and evaluate intermediate and advanced istrings student’s ability to play individual’s ability to play all pitches/tones/notes within a prescribed range for their musical instrument at a developmentally appropriate level.

Formative: Teacher will evaluate beginner instrumentalists’ ability to play pitches/notes as well as their ability to learn basic notes on their musical instruments. Emphasis will be on learning to play the tones/notes “in tune.”

Formative: Teacher will evaluate intermediate and advanced instrumentalists’ ability to play all pitches within a prescribed range for their musical instrument at a developmentally appropriate level. Emphasis will be on learning to play the tones/notes “in tune.”

Summative: Teacher will evaluate beginner instrumentalists’ ability to successfully play pitches/notes in instrumental music classes, lessons and performances. Emphasis will be on learning to play the tones/notes “in tune.”

Teacher will use the Tone Production & Tone Quality Rubric for Assessment.
Teacher will Assess students using the **INSTRUMENTAL MUSIC Pitch & Major Scale RUBRIC**

Summative:
Teacher will evaluate intermediate and advanced instrumentalists’ ability to successfully play all pitches within a prescribed range for their musical instrument, while remaining developmentally appropriate, as well as successfully play one octave scales in the keys of D & Amajor in instrumental music classes, lessons and performances. Emphasis will be on learning to play the notes “in tune.”

Teacher will use the Tone Production & Tone Quality Rubric for Assessment.
Teacher will Assess students using the **INSTRUMENTAL MUSIC Pitch & Major Scale RUBRIC**

Alternative Assessments: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, to better meet the needs of the students. Emphasis will be on learning to play the tones/notes “in tune.”

Differentiate Instruction, depending on individual student needs see below

Resources

Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books

Muller-Rusch String Series *by Harold Rusch and J. Frederick Muller*

Suzuki Violin School Volumes 1, 2, 3, 4 by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts, Recorded examples of music, Additional Music & Materials

Musical Instruments, Electronic Tuners, Electronic Keyboards

Reflections

What worked well? What needs to be improved? What resources do you need or recommend?

Visual & Performing Arts - Instrumental Music (Strings) Grades 5 - 8
Unit 4 Melody

Grades 5-8 Week 1 - Week 38

Standard 1.3D Music: Harmonizing Instruments

Anchor Standards #1, #2, #3 Creating

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice:

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must properly recognize and interpret symbols in their music in order to perform the music as accurately as possible as per the composer's wishes.

Holocaust & Genocide Infusion

- 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
- 9.2.8.D.2 Explain and demonstrate how character and behavior affects and influences the actions of others.

Students will be encouraged to listen to and explore music from various musical genres including melodies from Jewish, Native American & African American culture which represent groups or cultures affected and impacted by The Holocaust and/or Genocide. Students will learn to recognize real people or fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will be able to Explain and demonstrate how character and behavior affects and influences the actions of others.

Students may also consider learning to perform examples of this music which represent musical styles of these affected groups or cultures who were impacted by The Holocaust and/or Genocide.

Holocaust & Genocide Curriculum Resources for Performance

Holocaust & Genocide Curriculum Resources - Performance for Strings

Holocaust & Genocide Curriculum Resources - Music for Performance (Library of Print Music)

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Unit Rationale Students will develop an understanding of melody in music. Students will learn how melodic phrases can move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.

Enduring Understandings Students will learn that Melody is a tune, or musical succession of tones. The recognizable tune to a song. Students will learn how melodic phrases can move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.	Essential Questions What is melody in music? How can I play a melody or tune on my instrument? How can I read music or notation to play a song or tune?
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Content Students will learn that Melody is a tune, or musical succession of tones. The recognizable tune to a song. Students will learn: - To define and play melodic phrases and breath marks - To recognize melodic phrases that move upward and downward in steps, skips, and leaps: - through reading musical notation - through playing musical examples - through listening to musical examples - To play melodic phrases that move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.	Skills <u>Bloom's Taxonomy</u> Students will demonstrate an understanding of melody by: - playing melodic phrases and breath marks - recognizing melodic phrases that move upward and downward in steps, skips, and leaps: - through reading musical notation - through playing musical examples - through listening to musical examples - playing melodic phrases that move upward and downward in steps, skips, and leaps, through performance as well as reading written music/notation. - playing by ear, familiar tunes which demonstrate technical and musical skills previously introduced - defining and recognizing formal musical organizations: - theme
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● To play by ear, familiar tunes which demonstrate technical and musical skills previously introduced ● To define and recognize formal musical organizations: ● theme ● theme and variations ● round ● introduction	● theme and variations ● round ● introduction
Assessments Performance Assessment Benchmark Assessment: Teacher will evaluate individuals understanding of how to recognize and play melodic phrases that move upward and downward in steps, skips, and leaps, while reading music and musical notation that will enable them to successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons. Formative: Teacher will evaluate individuals understanding of how to recognize and play melodic phrases that move upward and downward in steps, skips, and leaps, while reading music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons. Summative: Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates recognition and an understanding of how to play melodic phrases that move upward and downward in steps, skips, and leaps, while reading music and musical notation that will enable them to successfully play their instruments. Alternative Assessments: Teacher may simplify and/or modify the melody in the song or part of the song; teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.	
Differentiate Instruction, depending on individual student needs see below	
Resources <u>Muller-Rusch String Method Book 1 and/or Book 2</u> Lesson Books Muller-Rusch String Series <i>by Harold Rusch and J. Frederick Muller</i> <u>Suzuki Violin School</u> Volumes 1, 2, 3, 4 by Dr. Shinichi Suzuki Sheet Music and Music for Concerts, Musical Instruments, Additional Music & Materials Recorded examples of music, Instructional Music Videos, SMARTMUSIC Interactive Music Software	
Reflections <i>What worked well? What needs to be improved? What resources do you need or recommend?</i>	

Visual & Performing Arts - Instrumental Music (Strings) Grades 5 - 8

Unit 5 Rhythm

Grades 5-8 Week 1 - Week 38
Standard 1.3D Music: Harmonizing Instruments Anchor Standards #1, #2, #3 Creating Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice: MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies. MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context. Intermediate: MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies. MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies. MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)	
8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. ● Explanation of how Standard 8 connects to the unit: Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance. Social Emotional Learning	

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to reflect on a musical performance that they performed as a soloist or as a member of an ensemble. Having the skills of error detection as well as the ability to share approaches and methodologies for further mastery is crucial for the development of musicianship. Students must have the knowledge as to where to locate examples of appropriate characteristic performances of their instrument in order to grow their understanding of exemplar sounds and approaches to style and interpretation of their music.

Unit Rationale

Beginner (Novice)

Rhythm is a basic Element of Music which is important to reading music, singing music, and playing music with instruments

Rhythm is a patterned recurrence of a beat in music. This pattern provides movement to the music.

Students need to understand Rhythm in order to successfully participate in learning to read music and play an instrument.

Intermediate & Advanced

Students will learn how to count and perform rhythm patterns that are characteristic to their developmental abilities.

Enduring Understandings

Students will understand:

Beginner (Novice)

- Rhythm is a patterned recurrence of a beat in music. This pattern provides movement to the music.

Essential Questions

Beginner (Novice)

What is rhythm in music?

How do we count and read rhythm in music?

● Rhythm is also a combination of note values and rest values that can be counted and performed. ● How to count and read basic note values and rest values which are developmentally appropriate. <u>Intermediate & Advanced</u> ● How to count and perform rhythm patterns that are characteristic to their developmental abilities. ● How to learn to read, count and perform more complex rhythm patterns. <u>Rhythm - definition</u>	<u>Intermediate & Advanced</u> How should I count and perform more complex rhythm patterns I may find in my music?
Content Students will be able to: <u>Beginner (Novice)</u> ● Define rhythm ● Counting and reading basic note values and rest values which are developmentally appropriate: ● Count and perform rhythm patterns combining various notes and rests ● Tapping or clapping rhythm ● Playing rhythm on instruments ● Define and Perform in Common Time 4/4, 3/4, and 2/4 time signatures ● Count and Perform rhythm patterns incorporating ties ● Replicate and conduct patterns used in 4/4, 3/4, and 2/4 meter <u>Intermediate & Advanced</u> ● Count and Perform rhythm patterns that are characteristic to their developmental abilities. ● These rhythm patterns may incorporate: whole notes, 1/2, 1/4, 1/8, & 1/16 notes & rests, as well as syncopation & dotted eighth notes ● Define and Perform in Cut Time 3/8 & 6/8 time signatures. ● Read & Perform rhythm patterns incorporating syncopation ● Learn how to read, count and perform more complex rhythm patterns. ● Replicate and conduct the one-beat, two beat, three-beat, four-beat, & six-beat patterns.	Skills <u>Bloom's Taxonomy</u> Students will demonstrate an understanding of rhythm in the following ways: <u>Beginner (Novice)</u> ● defining rhythm ● counting and reading basic note values and rest values which are developmentally appropriate ● tapping or clapping rhythm ● playing rhythm on instruments <u>Intermediate & Advanced</u> ● counting and perform rhythm patterns ● learning to read more complex rhythm patterns ● counting and performing more complex rhythm patterns ● conducting rhythm patterns in various meter ● reading, counting and performing syncopation ● defining and performing in cut-time, 3/8 & 6/8 time signatures
Assessments Performance Assessment Benchmark Assessment: Teacher will evaluate individuals understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons. Formative: Teacher will evaluate individuals understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons.	

Summative: Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of how to read, count, understand and play rhythm while reading music and musical notation that will enable them to successfully play their instruments.

Teacher will use **the INSTRUMENTAL MUSIC RHYTHM RUBRIC** to Assess students rhythm reading and performance.

Alternative Assessments: Teacher may simplify the rhythms in the song or part of the song; teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.

Differentiate Instruction, depending on individual student needs see below

Resources

Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books

Muller-Rusch String Series *by Harold Rusch and J. Frederick Muller*

Suzuki Violin School Volumes 1, 2, 3, 4 by Dr. Shinichi Suzuki

Sheet Music and Music for Concerts, Musical Instruments, Electronic Metronomes, Recorded examples of music

Instructional Music Videos, SMARTMUSIC Interactive Music Software, conductor's baton (*optional)

Reflections

What worked well? What needs to be improved? What resources do you need or recommend?

Visual & Performing Arts - Instrumental Music (Strings) Grades 5 - 8
Unit 6 Instrumental Techniques

Grades 5-8 Week 1 - Week 38

Standard 1.3D Music: Harmonizing Instruments

Anchor Standards #1, #2, #3 Creating

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice:

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to facilitate students' understanding of Musical Symbols & Terms.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning
Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understand the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

Unit Rationale

Students will learn necessary Instrumental Techniques, (skills), for their specific instrument that will enable them to successfully play their instruments.

Enduring Understandings	Essential Questions
	What do I need to know about my musical instrument to be able to play it successfully?

Students will understand that different instruments have different Instrumental Techniques, (Skills), that must be learned for their specific instrument. Learning these specific skills/techniques will enable them to successfully play their instruments.	
Content <u>Instrumental Techniques:</u> A. Basic string bowings and articulations: ● down bow & up bow ● Pizzicato - plucking ● Arco - bowed ● Detache - detached ● Spicatto - bounced bow style B. Open Strings & Finger Placement ● correct finger placement ● correct finger pressure ● playing notes "in-tune" ● add 4th finger placement C. 2nd Position & 3rd Position (if possible) D. Begin Learning Vibrato E. Additional Techniques as is developmentally appropriate for the students ● Trills ● Tremolos ● Slurs ● Marcato	Skills <u>Bloom's Taxonomy</u> Students will demonstrate an understanding of the Instrumental Techniques for their specific instrument by: ● understanding and bowing (down bow & up bow) ● understanding and playing Pizzicato (plucked) & Arco (bowed) ● understanding how to place fingers correctly on open strings to play notes correctly and in tune ● understanding and playing using the 4th finger ● understanding and playing, if possible, in 2nd & 3rd positions ● understanding and attempting to begin learning Vibrato ● understanding and playing, if appropriate, trills, tremolos, slurs, and marcato
Assessments Performance Assessment Benchmark Assessment: Teacher will evaluate individuals' understanding of specific skills/techniques that will enable them to successfully play their instruments.at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons. Formative: Teacher will evaluate individuals' understanding of specific skills/techniques that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons. Summative: Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of specific skills/techniques that will enable them to successfully play their instruments. Alternative Assessments: Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.	
Differentiate Instruction, depending on individual student needs see below	
Resources Muller-Rusch String Method Book 1 and/or Book 2 Lesson Books	

Muller-Rusch String Series *by Harold Rusch and J. Frederick Muller*

Suzuki Violin School Volumes 1, 2, 3, 4 by Dr. Shinichi Suzuki

Sheet Music and music for Concerts, Additional Music and Materials, Musical Instruments

Instructional Music Videos, SMARTMUSIC Interactive Music Software

Reflections

What worked well? What needs to be improved? What resources do you need or recommend?

Visual & Performing Arts - Instrumental Music (Strings) Grades 5 - 8
Unit 7 Music Reading & Notation

Grades 5-8 Week 1 - Week 38
Standard 1.3D Music: Harmonizing Instruments Anchor Standards #1, #2, #3 Creating Anchor Standards #4, #5, #6 Performing/Presenting/Producing Novice: MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies. MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context. Intermediate: MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies. MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies. MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understand the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

Unit Rationale

Understanding how to Read Music & Notation will enable music students to gain the skills necessary to enjoy learning to play/make music on their own, as well as being able to participate in music performance ensembles like orchestra or jazz ensemble.

Enduring Understandings	Essential Questions
Students will understand that learning to read music is a key to successfully learning to play/make music on their own.	How will I learn to read music or understand musical notation?
Reading music and musical notation is an important skill necessary to be able to participate in music performance ensembles such as orchestra or jazz ensemble.	
Content	Skills
Students learn how to read music and musical notation.	<u>Bloom's Taxonomy</u>
	Students will demonstrate an understanding of how to read music and musical notation by:
	● successfully playing music from their: ● Instrumental Music Method Books

Students will use the following materials to learn how to read music and musical notation to successfully learn to play/make music on their own: - Instrumental Music Method Books - Sheet Music - Music for Concerts Students will learn to write simple notation using: - notes - rests - musical symbols previously introduced	- Sheet Music - Music for Concerts - successfully reading music from their: - Instrumental Music Method Books - Sheet Music - Music for Concerts - writing simple notation which may include: - notes, rests, and musical symbols previously introduced
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Assessments Performance Assessment Benchmark Assessment: Teacher will evaluate individuals understanding of how to read music and musical notation that will enable them to successfully play their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons. Formative: Teacher will evaluate individuals understanding of how to read music and musical notation that will enable them to successfully play their instruments through assessment of performances of different sections of songs during instrumental music classes and lessons. Summative: Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of how to read music and musical notation that will enable them to successfully play their instruments. Teacher will use the <u>INSTRUMENTAL MUSIC READING & NOTATION RUBRIC</u> to assess student performance. Alternative Assessments: Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.
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Differentiate Instruction, depending on individual student needs: see below
Resources <u>Muller-Rusch String Method Book 1 and/or Book 2</u> Lesson Books Muller-Rusch String Series <i>by Harold Rusch and J. Frederick Muller</i> <u>Suzuki Violin School Volumes 1, 2, 3, 4</u> by Dr. Shinichi Suzuki Sheet Music and Music for Concerts, Additional Music and Materials, Musical Instruments, Metronomes Recorded examples of music, Instructional Music Videos, SMARTMUSIC Interactive Music Software
Reflections <i>What worked well? What needs to be improved? What resources do you need or recommend?</i>

Visual & Performing Arts - Instrumental Music (Strings) 5 - 8
 Unit 8 Symbols & Terms

Grades 5-8 Week 1 - Week 38
Standard 1.3D Music: Harmonizing Instruments

Anchor Standards #1, #2, #3 Creating
Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Novice:

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to facilitate students' understanding of Musical Symbols & Terms.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understand the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

Unit Rationale

Students will learn basic Musical Symbols & Terms to in order to successfully play a musical instrument.

Enduring Understandings Students will understand that knowing basic Musical Symbols & Terms will help them learn to successfully play a musical instrument. These Symbols & Terms will include: ● basic music vocabulary & symbols ● basic string bowings and articulations: ● down bow & up bow ● Pizzicato - plucking & Arco - bowed ● variations in dynamics ● variations in tempo	Essential Questions What Musical Symbols & Terms would be helpful to know in order to successfully play a musical instrument?
Content Students will learn basic Musical Symbols & Terms that will help them learn to successfully play a musical instrument. Students will learn to define these terms & symbols and interpret them through performance. These Symbols & Terms will include: ● basic string bowings and articulations: ● down bow & up bow	Skills <u>Bloom's Taxonomy</u> Students will be able to demonstrate an understanding of musical Symbols & Terms by: ● defining musical symbols & terms ● understanding and bowing (down bow & up bow) ● understanding and playing Pizzicato (plucked) & Arco (bowed) ● explaining vocabulary for musical symbols & terms for dynamics

• Pizzicato - plucking & Arco - bowed • basic music vocabulary & symbols: • Repeat sign, solo/soli, tutti, divisi, unison, accent, 1st & 2nd endings, one measure repeat sign, long rest, D.C.al Fine • variations in dynamics: • piano, mezzo piano, mezzo forte, forte, crescendo & decrescendo • variations in tempo: • Largo, Andante, Moderato, Allegro, Ritardando	• explaining vocabulary for musical symbols & terms for tempo • playing/performing musical examples of musical symbols & terms on instruments • identify musical symbols & terms through listening to recorded examples of music
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Assessments Performance Assessment Benchmark Assessment: Teacher will evaluate individuals recognition and understanding of musical symbols & terms at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons. Formative: Teacher will evaluate individuals recognition and understanding of musical symbols & terms through assessment of performances of different sections of songs during instrumental music classes and lessons. Summative: Evaluation of a successful performance by an individual and/or group of a section or entire song which demonstrates understanding of musical symbols & terms.. Teacher will use the <u>INSTRUMENTAL MUSIC UNDERSTANDING SYMBOL & TERMS RUBRIC</u> to assess student understanding. Alternative Assessments: Teacher may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.

Resources <u>Muller-Rusch String Method Book 1 and/or Book 2</u> Lesson Books Muller-Rusch String Series <i>by Harold Rusch and J. Frederick Muller</i> <u>Suzuki Violin School Volumes 1, 2, 3, 4</u> by Dr. Shinichi Suzuki Sheet Music and Music for Concerts, Additional Music & Materials, Musical Instruments Recorded examples of music, Instructional Music Videos, SMARTMUSIC Interactive Music Software Reflections <i>What worked well? What needs to be improved? What resources do you need or recommend?</i>
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Visual & Performing Arts - Instrumental Music 5 - 8

Unit 9 Performance

Grades 5-8 Weeks 1-38
Standard 1.3D Music: Harmonizing Instruments Anchor Standards #1, #2, #3 Creating Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Anchor Standards #7, #8, #9 Responding
Anchor Standards #10, #11 Connecting

Novice:

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

- MU:Re7.1.H.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
- MU:Re8.1.H.8a Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
- MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

9.1 Personal Financial Literacy - Relate how career choices, education and skills, along with demand for certain skills determines earning power and affect income through Investigating Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

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

9.1.8.CR.1 : Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

9.2 Career Awareness, Exploration, and Preparation - Investigate Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

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

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.5.CAP.2 Identify how you might like to earn an income.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.5.CAP.3 and 9.2.8.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (Grades 6-8) : Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity: Demonstrate openness to new ideas and perspectives - Brainstorming.

9.4.8.CI.2: Repurpose an existing resource in an innovative way.: Demonstrate originality and inventiveness in work.

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. (musical instrument tuners; music video recordings, Smart Music or similar music software program.)

9.4.8.TL.3 : Select appropriate tools to organize and present information digitally

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self

Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understanding of the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

NJSLS-ELA

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
- **Explanation of how interdisciplinary standards connect to the unit:** Being able to respond in a musical situation through musical performance is similar to responding and flexibility in an English Language Arts performance.

Holocaust & Genocide Infusion

- 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
- 9.2.8.D.2 Explain and demonstrate how character and behavior affects and influences the actions of others.

Students will be encouraged to listen to and explore music from various musical genres including melodies from Jewish, Native American & African American culture which represent groups or cultures affected and impacted by The Holocaust and/or Genocide.

Students will learn to recognize real people or fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.

Students will be able to Explain and demonstrate how character and behavior affects and influences the actions of others.

Students may also consider learning to perform examples of this music which represent musical styles of these affected groups or cultures who were impacted by The Holocaust and/or Genocide.

Holocaust & Genocide Curriculum Resources for Performance

Holocaust & Genocide Curriculum Resources - Performance for Strings

Holocaust & Genocide Curriculum Resources - Music for Performance (Library of Print Music)

Unit Rationale Students will successfully play their musical instruments demonstrating the skills they have learned. All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Band, Orchestra or Jazz Ensemble.	
Enduring Understandings Students will enjoy playing their musical instruments successfully. Students will demonstrate the skills they have learned. Students will be able to experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Band, Orchestra or Jazz Ensemble.	Essential Questions Will I be able to play my instrument successfully? Will I be able to play my instrument with a group?

Content	Skills <u>Bloom's Taxonomy</u>
Students will successfully play their musical instruments. Students will demonstrate the skills they have learned from: • Teacher Instruction • Peer Instruction • Instrumental Music Method Books • Sheet Music All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Band, Orchestra or Jazz Ensemble. Students may demonstrate their performance skills in one or more of the following ways: • Concert • Assembly • Recital • Show Students will Investigate Music Careers: • Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes • Relate how career choices, education and skills, along with demand for certain skills determines earning power and affect income	Students will: • Successfully play their musical instruments • Demonstrate the skills they have learned through performance • Participate in an Instrumental Music Ensemble • such as Band, Orchestra or Jazz Ensemble • Experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Band, Orchestra or Jazz Ensemble.

Assessments Performance Assessment Benchmark: Teacher will observe students' individual and/or group ensemble playing/performances on their musical instrument(s), at the beginning of the learning of new songs to see where areas for growth appear. Formative: Performance: Rehearsals Teacher will observe students' individual and/or group ensemble performances on their musical instrument(s). Summative: Performance: Recital Teacher will observe students' individual and/or group ensemble performances on their musical instrument(s). Students may demonstrate their performance skills in one or more of the following ways: • Concert • Assembly • Recital • Show Teacher will use the <u>INSTRUMENTAL MUSIC (STRINGS) Performance Assessment Rubric</u> to assess some important rehearsals and/or performances. Teacher will have students use the <u>INSTRUMENTAL MUSIC (Strings) - Student Performance Self Assessment Rubric</u> as a self assessment for important rehearsals or after important performances Alternative Assessments: Teacher may simplify and/or modify the song or part of the song to be performed as a solo or ensemble piece. Teachers may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.
Differentiate Instruction, depending on individual student needs See below
Resources <u>Muller-Rusch String Method Book 1 and/or Book 2</u> Lesson Books Muller-Rusch String Series <i>by Harold Rusch and J. Frederick Muller</i> <u>Suzuki Violin School Volumes 1, 2, 3, 4</u> by Dr. Shinichi Suzuki Sheet Music and Music for Concerts, Additional Music & Materials, Musical Instruments Recorded examples of music, Musical Instruments, Instructional Music Videos SMARTMUSIC Interactive Music Software Computers & the Internet and other audio & video recordings and other multimedia sources for: Performers, Composers, Arrangers, Conductors, Music related Careers.
Reflections <i>What worked well? What needs to be improved? What resources do you need or recommend?</i>

Unit 10 Music and the LGBTQ Community

Grades 5-8 Week 1 - Week 38 (Infused in the Curriculum)

Standard 1.3D Music: Harmonizing Instruments

Standards in Action: Music and the LGBTQ Community

Anchor Standards #1, #2, #3 Creating

Anchor Standards #4, #5, #6 Performing/Presenting/Producing

Anchor Standards #7, #8, #9 Responding

Anchor Standards #10, #11 Connecting

Novice:

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

- MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.
- MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)
- MU:Re7.1.H.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
- MU:Re8.1.H.8a Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
- MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

8.1 Computer Science and Design Thinking, 9.1 Financial Literacy, 9.2 Career Readiness, 9.4 Life Literacies and Key Skills, Social Emotional Learning/Interdisciplinary Standards

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

9.1 Personal Financial Literacy - Relate how career choices, education and skills, along with demand for certain skills determines earning power and affect income through Investigating Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

9.2 Career Awareness, Exploration, and Preparation - Investigate Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

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

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - Brainstorming.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. (musical instrument tuners; music video recordings)

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. (musical instrument tuners; music video recordings, Smart Music or similar music software program.)

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and

figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understanding of the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

Holocaust & Genocide Infusion

- 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples.
- 9.2.8.D.2 Explain and demonstrate how character and behavior affects and influences the actions of others.

Students will be encouraged to listen to and explore music from various musical genres including melodies from Jewish, Native American & African American culture which represent groups or cultures affected and impacted by The Holocaust and/or Genocide. Students will learn to recognize real people or fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Students will be able to Explain and demonstrate how character and behavior affects and influences the actions of others.

Students may also consider learning to perform examples of this music which represent musical styles of these affected groups or cultures who were impacted by The Holocaust and/or Genocide.

Unit Rationale

Students will be made aware of the musical contributions of members of the LGBTQ community in an accepting and inclusive way.

Students will successfully play their musical instruments demonstrating the skills they have learned.

All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Orchestra or Jazz Ensemble.

Enduring Understandings	Essential Questions
Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding	How do musicians make meaningful connections to creating, performing, and responding?
Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Students will enjoy playing their musical instruments successfully.	Will I be able to play my instrument successfully?
Students will demonstrate the skills they have learned.	Will I be able to play my instrument with a group?
Students will be able to experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Orchestra or Jazz Ensemble.	
Content	Skills <u>Bloom's Taxonomy</u>
Students will learn about the musical contributions of members of the LGBTQ community in an accepting and inclusive way.	Students will:

LGBTQ resource for the Arts : Music and Artists that represent LGBTQ, Queen - Freddie Mercury

Queen Songs: “We Will Rock You”, “Bohemian Rhapsody”, “Another One Bites the Dust”

The Village People: The Village People Songs: “YMCA”

Lady Gaga: Lady Gaga Songs: “Bad Romance” “Born This Way”

Other recorded music, Sheet Music and music for Concerts, Supplemental Music and Materials, Musical Instruments

Computers & the Internet and other audio & video recordings and other multi media sources for:
Performers, Composers, Arrangers, Conductors, Music related Careers.

Reflections

What worked well? What needs to be improved? What resources do you need or recommend?

Last Updated January 30, 2025 by Scott Lefurge

Visual & Performing Arts - Instrumental Music 5 - 8
Unit 11 Climate Change

Grades 5-8 Week 1 - Week 38
Standard 1.3D Music: Harmonizing Instruments Standards in Action: Climate Change Anchor Standards #1, #2, #3 Creating Anchor Standards #4, #5, #6 Performing/Presenting/Producing Anchor Standards #7, #8, #9 Responding Anchor Standards #10, #11 Connecting Novice: MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies. MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Intermediate:

MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.

MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.

MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical)

MU:Re7.1.H.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.

MU:Re8.1.H.8a Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.

MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**8.1 Computer Science and Design Thinking, 9.1 Personal Financial Literacy/ 9.2 Career Awareness, Exploration, Preparation, and Training
9.4 Life Literacies and Key Skills**

8.1.2.CS.1:: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

- **Explanation of how Standard 8 connects to the unit:** Students will use audio/visual recordings from various artists and cultures to guide their practicing and understanding of appropriate musical characteristics for authentic performance.

9.1 Personal Financial Literacy - Relate how career choices, education and skills, along with demand for certain skills determines earning power and affect income through Investigating Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

9.2 Career Awareness, Exploration, and Preparation - Investigate Music Careers of Performers, Composers, Arrangers, Conductors, Etc., through sharing videos, recordings, and other multimedia sources to relate information to personal likes and dislikes.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

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

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives - Brainstorming.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool. (musical instrument tuners; music video recordings)

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. (musical instrument tuners; music video recordings, Smart Music or similar music software program.)

9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

Social Emotional Learning

Students will be encouraged to use the Social and Emotional Competencies which include: Self Awareness, Self Management, Social Awareness, Responsible Decision Making, and Relationship Skills while learning to play, practice and perform individually and/or in groups on their musical instruments.

Interdisciplinary Standards

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.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.

- **Explanation of how interdisciplinary standards connect to the unit:** Students must be able to recognize patterns of musical instruction as well as harmonic and rhythmic structure within a piece of music so that a better understanding of the formulaic nature of the work is formed and a greater appreciation of how the music evolves through the duration of its course.

Unit Rationale

Students will be introduced to the idea that Visual & Performing Arts, including Music, has the power to inform or draw attention to a specific topic. This type of art is called Activist Art. The aim of Activist Art is to change the world by inspiring people to take action against societal problems including Climate Change.

Students will be provided with the opportunity to listen to, discuss, explore, investigate and/or successfully play their musical instruments to perform music with weather related themes or moods. Some examples of these songs may include, but are not limited to: **“Spring” and “Autumn” from “The Four Seasons”, by Vivaldi. “Flash Flood” by Chris Bernotas, “Wizards in Winter” by TransSiberian Orchestra.**

Students will be encouraged to work collaboratively with their science teacher, music teacher and peers to listen to learn and investigate how climate change affects weather. Music students will be encouraged to use their findings to modify or use musical elements to “change the climate” in weather related songs they may perform on their musical instruments. Listeners will be encouraged to find the differences and reflect on how climate change can affect us and our environment, possibly inspiring action.

Students may successfully play their musical instruments demonstrating the skills they have learned.

All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Band, Orchestra or Jazz Ensemble.

Enduring Understandings

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

Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Students will enjoy playing their musical instruments successfully.

Students will demonstrate the skills they have learned.

Students will be able to experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Band, Orchestra or Jazz Ensemble.

Essential Questions

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

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

Will I be able to play my instrument successfully?

Will I be able to play my instrument with a group?

Content

Students will be provided with the opportunity to listen to, discuss, explore, investigate and/or successfully play their musical instruments to perform music with weather related themes or moods. Some examples of these songs may include, but are not limited to: **“Spring” and “Autumn” from “The Four Seasons”, by Vivaldi. “Flash Flood” by Chris Bernotas, “Wizards in Winter” by TransSiberian Orchestra.**

Skills

Bloom's Taxonomy

Students will:

- be provided with the opportunity to listen to, discuss, explore, investigate and/or successfully play their musical instruments to perform music with weather related themes or moods

Students will be encouraged to work collaboratively with their science teacher, music teacher and peers to listen to learn and investigate how climate change affects weather. Music students will be encouraged to use their findings to modify or use musical elements to “change the climate” in weather related songs they may perform on their musical instruments. <i>“Climate Change” modified musical selection.</i> Listeners will be encouraged to find the differences and reflect on how climate change can affect us and our environment, possibly inspiring action. Students will successfully play their musical instruments. Students will demonstrate the skills they have learned from: ● Teacher Instruction ● Peer Instruction ● Instrumental Music Method Books ● Sheet Music All students will be encouraged to participate in an Instrumental Music Ensemble where they can experience the joy and success of performing as a member of an ensemble such as Band, Orchestra or Jazz Ensemble. Students may demonstrate their performance skills in one or more of the following ways: ● Concert ● Assembly ● Recital ● Show	● be encouraged to work collaboratively with their science teacher, music teacher and peers to listen to learn and investigate how climate change affects weather ● be encouraged to use their findings to modify or use musical elements to “change the climate” in weather related songs they may perform on their musical instruments. <i>“Climate Change” modified musical selection.</i> ● encourage listeners to find the differences and reflect on how climate change can affect us and our environment, possibly inspiring action. ● Successfully play their musical instruments ● Demonstrate the skills they have learned through performance ● Participate in an Instrumental Music Ensemble ● such as Band, Orchestra or Jazz Ensemble ● Experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Band, Orchestra or Jazz Ensemble.
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Assessments Performance Assessment Benchmark: Teacher will observe students' individual and/or group ensemble playing/performances on their musical instrument(s), at the beginning of the learning of new songs to see where areas for growth appear. Formative: Performance: Rehearsals Teachers will observe students' individual and/or group ensemble performances on their musical instrument(s). Teachers will observe students' individual and/or group work as they listen to, discuss, explore, investigate and/or successfully play their musical instruments to perform music with weather related themes or moods. Summative: Performance: Recital Teachers will observe students' individual and/or group ensemble performances of their <i>“Climate Change” modified musical selection</i> on their musical instrument(s). Students may demonstrate their performance skills in one or more of the following ways: ● Concert ● Assembly ● Recital ● Show ● Performance of a <i>“Climate Change” modified musical selection.</i>
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Alternative Assessments: Teacher may simplify and/or modify the song or part of the song to be performed as a solo or ensemble piece. Teachers may modify and/or adjust the song, part of the song, or difficulty level of the song, to better meet the needs of the students.

Differentiate Instruction, depending on individual student needs: see units above

Resources

Recorded examples of music, examples of songs may include, but are not limited to:

“Spring” and “Autumn” from “The Four Seasons”, by Vivaldi, “Flash Flood” by Chris Bernotas,
“Wizards in Winter” by TransSiberian Orchestra.

Sheet Music and music for Concerts, Supplemental Music and Materials, Musical Instruments

Computers & the Internet and other audio & video recordings and other multi media sources for:
Performers, Composers, Arrangers, Conductors, Music related Careers.

Reflections

What worked well? What needs to be improved? What resources do you need or recommend?

Differentiate Instruction, depending on individual student needs (IEP, MLL, At Risk; G&T) by:

Performance Accommodations

- Provide larger print size music or less notes/ music on a page (IEP)
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) - full class use
- Use colors Highlighting notes and music to assist in learning a song (IEP, MLL)
- Label music notes with letters, numbers and/or fingerings/ positions to meet needs of the student (IEP, MLL)
- Use visual presentations of verbal material (Google Slides/ hand-outs/ charts/ Visual demonstrations) - full class
- Use manipulatives to teach or demonstrate concepts/songs/patterns -at-risk, IEP
- Perform on musical instrument at easier / lower readability levels (IEP, At-risk, MLL)
- Perform individually or in small groups at their appropriate developmental level (s) (IEP, MLL)
- Perform parts of songs and or less music as needed to meet the individual needs of each student (IEP, MLL)

Response Accommodations

- Assistive technology/iPad for responses (IEPs, MLLs, adjusted levels)
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song. (MLL)
- Non-verbal students: clap and/or stomp to the beat of the song (IEP)

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions (IEP)
- Sit where a student learns best (for example, near the teacher & away from distractions)
- Use noise buffers such as headphones, earphones, or earplugs - full class use, MLLs, at-risk

Timing Accommodations

- Take more time to complete a task or a test (IEP)
- Have extra time to process oral information and directions (IEP, at-risk, MLL translate in native language)
- Take frequent breaks, such as after completing a task (IEPs)

Scheduling Accommodations

- Take more time to complete learning music and songs(IEPs)

Organization Skills Accommodations

- Use colors Highlighting notes and music to assist in learning a song (IEP, MLL)
- Label music notes with letters, numbers and/or fingerings/ positions to meet the individual needs of the student (IEP, MLL)

Assignment Modifications

- Small group practice for songs (any category including G&T enriched, pair with peers)
- Provide practice music/video on Google Classroom for additional support (full class)

Curriculum Modifications

- Adjust grading to be based on work completed and the level of the student (IEP)
- Instruction of prerequisite skills not in the curriculum (G&T enriched, MLLs, at-risk)
- Modify assignments/assessments that are above the current level of understanding (IEP, MLL, at-risk)

Differentiate Instruction, depending on individual student needs (504) by:

Performance Accommodations

- Provide larger print size music or less notes/ music on a page
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (teacher use of microphone)
- Use visual presentations of verbal material (Google Slides/ hand-outs/ charts/ Visual demonstrations)
- Use manipulatives to teach or demonstrate concepts/songs/patterns
- Perform on musical instrument at easier / lower readability levels
- Perform individually or in small groups at their appropriate developmental level (s)
- Perform parts of songs and or less music as needed to meet the individual needs of each student

Response Accommodations

- Assistive technology/iPad for responses
- Flexibility in how a student shows understanding (more or less answering required, based on level)
- Limited speech students: learn keywords at the right time in song
- Non-verbal students: clap and/or stomp to the beat of the song

Setting Accommodations

- Rehearse or take assessments in a different setting, such as a quiet room with few distractions
- Sit where a student learns best (for example, near the teacher & away from distractions)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task/test, extra time to process oral information and directions, frequent breaks

Scheduling Accommodations

- Take more time to complete learning music and songs

Organization Skills Accommodations

- Colors/Highlighting notes and music to assist in learning a song
- Label music notes with letters, numbers and/or fingerings/ positions to meet the individual needs of the student

Assignment Modifications

- Small group practice for songs, provide practice music/video on Google Classroom for additional support

Curriculum Modifications

- Adjust grading based on work completed and level of student, Instruction of prerequisite skills not in the curriculum
- Modify assignments/assessments that are above the current level of understanding