

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

Grades 5-8 Week 1 - 8

National Core Arts Standards

NJSLS 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).

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, & Videos with technology to enable students to better understand the proper Assembly and care of their musical instrument and/or proper playing position for their musical instrument.

8.1.2.CS.1: Use of Computers, the Internet, & Videos with technology to enable students to better understand the basic procedures for keeping the musical instrument in good playing condition and/or the proper effective hand position for ease and accuracy of fingering or sticking for their musical instrument.

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.

Unit Rationale

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

Beginner (Novice)

- Proper Assembly and care of their musical instrument.
- Proper playing position for their musical instrument.

Intermediate & Advanced

- Demonstrate basic procedures for keeping the instrument in good playing condition.
- Demonstrate effective hand position for ease and accuracy of fingering or sticking.

Enduring Understandings

Beginner (Novice)

Essential Questions

Beginner (Novice)

<p>Students will learn about the parts of their musical instruments and how to properly identify, assemble and care for them.</p> <p>Students will learn the proper posture needed to play their musical instrument.</p> <p><u>Intermediate & Advanced</u></p> <p>Students will understand the basic procedures for keeping instruments in good playing condition.</p> <p>Students will understand good hand position for ease and accuracy of fingering or sticking.</p>	<p>What do I need to know about my musical instrument to get started?</p> <p>How do I hold and get ready to play my musical instrument?</p> <p><u>Intermediate & Advanced</u></p> <p>How should I take care of my instrument so it plays well?</p> <p>What is the best way to hold, finger, stick or play my instrument?</p>
<p>Content</p> <p><u>Basic Skills for Getting Started</u></p> <p><u>Beginner (Novice)</u></p> <p>A. The Instrument</p> <ol style="list-style-type: none"> Identifying parts of the instrument Assembling the instrument Caring for the instrument Reed Instruments: Choosing and caring for reeds* <p>B. Playing Posture</p> <ol style="list-style-type: none"> Using proper playing posture: body, arm, hand, and finger positions Woodwind & Brass: properly support the instrument while sitting or standing to play <p><u>Intermediate & Advanced</u></p> <p>A. The Instrument</p> <ul style="list-style-type: none"> Demonstrate basic procedures for keeping instruments in good playing condition. <p>B. Playing Posture</p> <ul style="list-style-type: none"> Demonstrate effective hand position for ease and accuracy of fingering or sticking. 	<p>Skills</p> <p><u>Bloom's Taxonomy</u></p> <p>Students will be able to successfully:</p> <p><u>Beginner (Novice)</u></p> <ul style="list-style-type: none"> Identify the parts of their instrument Assemble their instrument Demonstrate how to properly care for their instrument <ul style="list-style-type: none"> Choose and care for reeds appropriately (if required) Demonstrate proper posture and playing position for their instrument Demonstrate proper breath support for their instrument <p><u>Intermediate & Advanced</u></p> <ul style="list-style-type: none"> Demonstrate basic procedures for keeping instruments in good playing condition. Demonstrate effective hand position for ease and accuracy of fingering or sticking.
<p>Assessments</p> <p>Performance Assessment</p> <p>Benchmark Assessment: Teacher will observe and evaluate individual's proper assembly and care of their musical instrument.</p> <p>Benchmark Assessment: Teacher will observe and evaluate individual's proper playing position for their musical instrument.</p>	

Formative: Teacher will evaluate beginner instrumentalists' proper assembly and care and proper playing position for their musical instrument.

Formative: Teacher will evaluate intermediate and advanced instrumentalists for basic procedures for keeping instruments in good playing condition and effective hand position for ease and accuracy of fingering or sticking.

Summative: Teacher will evaluate beginner instrumentalists' proper assembly and care and proper playing position for their musical instrument.

Teacher will evaluate intermediate and advanced instrumentalists for basic procedures for keeping instruments in good playing condition and effective hand position for ease and accuracy of fingering or sticking. Teacher will use the **INSTRUMENTAL MUSIC BASIC SKILLS RUBRIC** for these Assessments.

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, Multicultural and At-risk students.

504 students: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Musical Instruments

Instructional Music Videos

Reflections

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

**Visual & Performing Arts - Instrumental Music Grades 5-8
Unit 2 Tone Production**

Grades 5-8 Week 1 Week 15

National Core Arts Standards

NJSLS 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).

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Recordings & Videos with technology to enable students to better understand, identify and interpret musical pitch through performance as well as written music/notebook that is characteristic of the range of their musical instrument.

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.

<p>Unit Rationale</p> <p><u>Beginner (Novice)</u></p> <p>Students will learn the basic skills and concepts necessary to learn how to play and make a sound on their musical instrument. Students will become familiar</p>	
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<p>with the ideas of tone quality, pitch and intonation as they learn to improve their tone production.</p> <p><u>Intermediate & Advanced</u></p> <p>Students will learn to recognize and produce good tone quality on their musical instrument.</p> <p>Students will learn to play one octave scale characteristic for their instrument.</p> <p>Students will demonstrate an increased awareness of playing their instrument "in-tune" along with demonstrating ways to "tune" their instrument.</p>	
<p><u>Enduring Understandings</u></p> <p><u>Beginner (Novice)</u></p> <p>Students will learn the basic skills and concepts necessary to learn how to play and make a sound (tone/ or note), on their musical instrument.</p> <p>Students will learn how to use breath support and a good embouchure to improve tone quality on their musical instrument.</p> <p>Students will learn which notes, (pitches), they are playing and learn to identify them as flat, sharp, or natural</p> <p>Students will learn how to play their musical instruments in-tune.</p> <p><u>Intermediate & Advanced</u></p> <p>Students will learn to recognize and produce good tone quality on their musical instrument.</p> <p>Students will learn to play one octave scales characteristic for their instrument.</p> <p>Students will demonstrate an increased awareness of playing their instrument "in-tune" along with demonstrating ways to "tune" their instrument.</p>	<p><u>Essential Questions</u></p> <p><u>Beginner (Novice)</u></p> <p>How do I play a note, (make a tone), on my musical instrument?</p> <p>What are the (notes) pitches I am playing?</p> <p>How do I play in tune?</p> <p><u>Intermediate & Advanced</u></p> <p>How do I play good tone quality on my musical instrument?</p> <p>How do I play a one octave scale on my musical instrument?</p> <p>How do I "tune" my musical instrument?</p>
<p><u>Context</u></p> <p><u>Tone Production</u></p> <p><u>Beginner (Novice)</u></p> <p>A. Tone Quality</p> <ol style="list-style-type: none"> 1. Produce sounds demonstrating characteristic tone quality using correct embouchure 	<p><u>Skills</u></p> <p><u>Bloom's Taxonomy</u></p> <p>Students will demonstrate an understanding of how to correctly Produce Tones in Instrumental Music in the following ways:</p> <p><u>Beginner (Novice)</u></p>

<ol style="list-style-type: none"> 2. Demonstrate awareness of ways to improve tone production 3. Woodwinds & Brass: use proper breathing techniques 4. Woodwinds & Brass: playing with a good embouchure <p>B. Pitch</p> <ol style="list-style-type: none"> 1. Identify basic pitches and basic notes used on the instrument 2. Identify and define flat, sharp, & natural signs 3. Identify and play in the key of Concert Bb <p>C. Tuning & Intonation</p> <ol style="list-style-type: none"> 1. Learn how to identify playing pitch as in-tune or out-of tune 2. Learn how to identify playing pitch as flat(lower pitch) or sharp(higher pitch) 3. Learn to tune to a given pitch 4. Woodwinds & Brass: Improve intonation by learning to make appropriate adjustments in embouchure, posture, & breath support. 	<p>A. Tone Quality</p> <ol style="list-style-type: none"> 1. Demonstrating how to produce characteristic tone quality by learning to use the correct embouchure 2. Demonstrating awareness of ways to improve tone production 3. Woodwinds & Brass: using proper breathing techniques 4. Woodwinds & Brass: playing with a good embouchure <p>B. Pitch</p> <ol style="list-style-type: none"> 1. Identifying basic pitches and notes used on the instrument 2. Identifying and defining flat, sharp, & natural signs 3. Identify and playing in the key of Concert Bb <p>C. Tuning & Intonation</p> <ol style="list-style-type: none"> 1. Learning how to identify playing pitch as in-tune or out-of tune 2. Learning how to identify playing pitch as flat(lower pitch) or sharp(higher pitch) 3. Learning to tune to a given pitch 4. Woodwinds & Brass: Improving intonation by learning to make appropriate adjustments in embouchure, posture, & breath support.
<u>Intermediate & Advanced</u>	
<p>A. Tone Quality</p> <ol style="list-style-type: none"> 1. Learn to recognize and produce good tone quality on their musical instruments. <p>B. Pitch</p> <ol style="list-style-type: none"> 1. Learn to play one octave scales in the key of Concert Bb major and scales characteristic for their instrument. <p>C. Tuning & Intonation</p> <ol style="list-style-type: none"> 1. Demonstrate an increased awareness of playing their instrument "in-tune." 2. Demonstrate ways to "tune" their instrument. 	<p>A. Tone Quality</p> <ol style="list-style-type: none"> 1. Learning to recognize and produce good tone quality on their musical instrument. <p>B. Pitch</p> <ol style="list-style-type: none"> 1. Playing one octave scales in the key of Concert Bb major and scales characteristic for their instrument. <p>C. Tuning & Intonation</p> <ol style="list-style-type: none"> 1. Demonstrating an increased awareness of playing their instrument "in-tune." 2. Demonstrating ways to "tune" their instrument.
Assessments	
<p>Performance Assessment Benchmark Assessment: Teacher will observe and evaluate beginner instrumental music 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.</p>	
Resources	

Benchmark Assessment: Teacher will observe and evaluate intermediate and advanced instrumental music 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.**

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 key of Concert Bb major in instrumental music classes, lessons and performances. Emphasis will be on learning to play the notes "in tune."

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; which may include: (S.E., G&T, ELL, At-risk & 504 Students, as needed). Emphasis will be on learning to play the tones/notes "in tune."

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson

Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson

Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson

Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson

Lesson Books

Musical Instruments

Instructional Music Videos

Bruce Pearson - Standard of Excellence Music

Reflections

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

Updated on March 5, 2024 by Scott Lefurge

**Visual & Performing Arts - Instrumental Music Grades 5-8
Unit 3 Pitch**

National Core Arts Standards

NJSLS 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).

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Recordings & Videos with technology to enable students to better understand, identify and interpret musical pitch through performance as well as written music/notation that is characteristic of the range of their musical instrument.

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.

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.

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

Skills

<ul style="list-style-type: none"> • Learning to read more written music/notation characteristic of the range of their musical instrument while remaining developmentally appropriate. 	
<p><u>Beginner (Novice)</u></p> <p>Students will develop an understanding of musical pitch.</p> <ul style="list-style-type: none"> • Pitch is the specific highness or lowness of a tone in relation to a note in a scale. <p>Students will learn how to identify and interpret musical pitch through:</p> <ul style="list-style-type: none"> • Performance <ul style="list-style-type: none"> • playing pitches - learning notes • Learning to read written music/notation <ul style="list-style-type: none"> • lines & spaces on the staff - treble clef and/or bass clef • accidentals: <ul style="list-style-type: none"> • sharps, flats, naturals • key signature: <ul style="list-style-type: none"> • concert Bb • Listening to pitches and music 	<p><u>Bloom's Taxonomy</u></p> <p>Students will demonstrate an understanding of musical pitch by:</p> <p><u>Beginner (Novice)</u></p> <ul style="list-style-type: none"> • playing pitches on musical instruments • learning to play notes • learning to read written music/notes/notation • listening to pitches and music
<p><u>Intermediate & Advanced</u></p> <ul style="list-style-type: none"> • Performance <ul style="list-style-type: none"> • 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 key of Concert Bb major • Learn to play scales characteristic for their instrument when developmentally appropriate • Learn the range of their musical instruments. • Learning to read intermediate level written music/notation <ul style="list-style-type: none"> • key signatures: <ul style="list-style-type: none"> • concert Bb, Eb, & F • Listening to new pitches and music 	<p><u>Intermediate & Advanced</u></p> <ul style="list-style-type: none"> • 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 key of Concert Bb 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

Assessments

Performance Assessment

Benchmark Assessment: Teacher will observe and evaluate beginner instrumental music student's ability to play pitches/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 instrumental music student's ability to play individual's ability to play all pitches 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.

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.

Summative: Teacher will evaluate beginner instrumentalists' ability to successfully play pitches/notes in instrumental music classes, lessons and performances. 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 key of Concert Bb major in instrumental music classes, lessons and performances. 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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Sheet Music and Music for Concerts and/or Parades

Recorded examples of music

Musical Instruments

Electronic Tuners

Reflections

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

**Visual & Performing Arts - Instrumental Music 5-8
Unit 4 Melody**

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS 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 phrases) 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)

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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 of their musical instruments.

Holocaust & Genocide Infusion

Students will be encouraged to listen to and explore musical melodies 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 may also consider learning to play examples of these melodies which represent musical styles of those 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 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.

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?

Content

Skills

<p>Students will learn how melodic phrases can move upward and downward in steps, skips, and leaps, through performance as well as written music/notation.</p>	
<p>Students will learn that Melody is a tune, or musical succession of tones.</p> <p>The recognizable tune to a song.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> ● To define and play melodic phrases and breath marks ● To recognize melodic phrases that move upward and downward in steps, skips, and leaps: <ul style="list-style-type: none"> ● 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. ● To play by ear, familiar tunes which demonstrate technical and musical skills previously introduced ● To define and recognize formal musical organizations: <ul style="list-style-type: none"> ● theme ● theme and variations ● round ● introduction 	<p><u>Bloom's Taxonomy</u></p> <p>Students will demonstrate an understanding of melody by:</p> <ul style="list-style-type: none"> ● playing melodic phrases and breath marks ● recognizing melodic phrases that move upward and downward in steps, skips, and leaps: <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● theme ● theme and variations ● round ● introduction
<p>Assessments</p> <p>Performance Assessment</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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; which may include: (S.E., G&T, ELL, At-risk, as needed).</p> <p>Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.</p> <p>504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.</p>	

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Recorded examples of music

Sheet Music and music for Concerts and/or Parades

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?

Last Updated: March 4, 2024 by Scott Lefurge

**Visual & Performing Arts - Instrumental Music Grades 5-8
Unit 5 Rhythm**

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS 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 phrases) 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:C.3.1.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.)

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Electronic Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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.

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.
- Rhythm is also a combination of note values and rest values that can be counted and performed.

Essential Questions

Beginner (Novice)

What is rhythm in music?

How do we count and read rhythm in music?

<ul style="list-style-type: none"> • 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. 	<p><u>Intermediate & Advanced</u></p> <p>How should I count and perform more complex rhythm patterns I may find in my music?</p>
<p><u>Rhythm - definition</u></p> <p>Content</p> <p>Students will be able to:</p> <p><u>Beginner (Novice)</u></p> <ul style="list-style-type: none"> • Define rhythm • Counting and reading basic note values and rest values which are developmentally appropriate: <ul style="list-style-type: none"> • 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 <p><u>Intermediate & Advanced</u></p> <ul style="list-style-type: none"> • Count and Perform rhythm patterns that are characteristic to their developmental abilities. <ul style="list-style-type: none"> • 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. 	<p>Skills</p> <p><u>Bloom's Taxonomy</u></p> <p>Students will demonstrate an understanding of rhythm in the following ways:</p> <p><u>Beginner (Novice)</u></p> <ul style="list-style-type: none"> • defining rhythm • counting and reading basic note values and rest values which are developmentally appropriate • tapping or clapping rhythm • playing rhythm on instruments <p><u>Intermediate & Advanced</u></p> <ul style="list-style-type: none"> • 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
<p>Assessments</p> <p>Performance Assessment</p> <p>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 their instruments at the beginning of the learning of new songs to see where areas for growth appear during instrumental music classes and lessons.</p> <p>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.</p>	

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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Musical Instruments

Electronic Metronomes

Recorded examples of music

staff paper

conductor's baton (*optional)

Instructional Music Videos

SMARTMUSIC Interactive Music Software

Reflections

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

Update on 1/26/25, 2024 by Scott Lefurge

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

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS Standard 1.3D Music: Harmonizing Instruments

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

Novice:

MU:Cr2.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrases) 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.

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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)

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

8.1.2.CS.1: Use of Computers, the Internet, Recordings & Videos with technology to enable students to better understand Instrumental Techniques, (skills), for their specific instrument that will enable them to successfully play their instruments.

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.

Unit Rationale:

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

<p>Enduring Understandings</p> <p>Students will understand that different instruments have different Instrumental Techniques, (Skills), that must be learned for their specific instrument.</p> <p>Learning these specific skills/techniques will enable them to successfully play their instruments.</p>	<p>Essential Questions</p> <p>What do I need to know about my musical instrument to be able to play it successfully?</p>
<p>Content</p> <p><u>Instrumental Techniques:</u></p> <p>A. Woodwind & Brass Technique</p> <ol style="list-style-type: none"> 1. Proper Techniques for the attack and release of sounds: <ul style="list-style-type: none"> • tongue • accent • slur 2. Brass: demonstrate slurs on consecutive harmonics <ul style="list-style-type: none"> • lip slurs 3. Trombone: demonstrate legato tonguing and slide slurs <p>B. Percussion Technique</p> <ol style="list-style-type: none"> 1. Demonstrate proper technique when playing percussion instruments 2. Snare Drum: <ul style="list-style-type: none"> • Begin to learn how to play rudiments • Begin to learn how to play rolls • Begin to learn how to play rim shots 3. Mallet Percussion: <ul style="list-style-type: none"> • Begin to learn how to play rolls • Begin to learn how to play double stops (2 notes together) 	<p>Skills</p> <p><u>Bloom's Taxonomy</u></p> <p>Students will demonstrate an understanding of the Instrumental Techniques for their specific instrument by:</p> <ol style="list-style-type: none"> 1. demonstrating proper techniques for attacking and releasing sounds in the following ways for Woodwind & Brass instruments: <ul style="list-style-type: none"> • tonguing • accenting • slurring 2. demonstrate slurring on consecutive harmonics for Brass instruments <ul style="list-style-type: none"> • lip slurs 3. demonstrate legato tonguing and slide slurs on Trombone 4. demonstrating proper technique when playing percussion instruments 5. playing rudiments, rolls, and rim shots on Snare Drum 6. playing rolls and double stops on Mallet Percussion
<p>Assessments</p> <p>Performance Assessment</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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; which may include: (S.E., G&T, ELL, At-risk & 504 Students, as needed).</p>	
<p>Resources</p> <p>STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson Conductor Score</p>	
<p>Reflections</p> <p><i>What worked well? What needs to be improved? What resources do you need or recommend?</i></p>	

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Fingering charts

Trill charts

Musical Instruments

Instructional Music Videos

SMARTMUSIC Interactive Music Software

Visual & Performing Arts - Instrumental Music Grades 5-8
Unit 7: Music Reading & Notation

Grade 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS 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 phrases) 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.

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MU:Pr4.1.H.8a 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)

21st Century/ Technology/ Gifted/D.I./Social Emotional Learning

8.1.2.CS 1: Use of Computers, the Internet, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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.

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 band, orchestra or jazz ensemble.

Enduring Understandings

Students will understand that learning to read music is a key to successfully learning to play/make music on their own.

Reading music and musical notation is an important skill necessary to be able to participate in music performance ensembles such as band, orchestra or jazz ensemble.

Essential Questions

How will I learn to read music or understand musical notation?

Content

Students learn how to read music and musical notation.

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 and/or Parades

Students will learn to write simple notation using:

- notes
- rests
- musical symbols previously introduced

Skills

Bloom's Taxonomy

Students will demonstrate an understanding of how to read music and musical notation by:

- successfully playing music from their:
 - Instrumental Music Method Books
 - Sheet Music
 - Music for Concerts and/or Parades
- successfully reading music from their:
 - Instrumental Music Method Books
 - Sheet Music
 - Music for Concerts and/or Parades
- writing simple notation which may include:
 - notes, rests, and musical symbols previously introduced

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 **INSTRUMENTAL MUSIC READING & NOTATION RUBRIC** to assess student performance.

Alternative Assessments: 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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Accommodative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson

Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson

Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson

Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson

Lesson Books

Recorded examples of music

Sheet Music and music for Concerts and/or Parades

Musical Instruments

Instructional Music Videos

SMARTMUSIC Interactive Music Software

Metronomes

Reflections

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

Visual & Performing Arts - Instrumental Music Grades 5-8
Unit 3 Symbols & Terms

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS 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 phrases) 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)

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

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

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.

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
- 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.

Skills

Bloom's Taxonomy

Students will be able to demonstrate an understanding of musical Symbols & Terms by:

- defining musical symbols & terms

These Symbols & Terms will include:

- 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 dynamics
- 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

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 **INSTRUMENTAL MUSIC UNDERSTANDING SYMBOL & TERMS RUBRIC** 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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the SP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly; or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Recorded examples of music

Sheet Music and music for Concerts and/or Parades

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 5-8
Unit 9 Performance**

Grades 5-8 Week 1 - Week 38

National Core Arts Standards

NJSLS 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 phrases) 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.

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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.

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

9.1 Personal Financial Literacy/ 9.2 Career Awareness, Exploration, Preparation, and Training

9.4 Life Literacies and Key Skills

8.1 Computer Science

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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 tuner;; 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.

Holocaust & Genocide Infusion

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 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

Students will successfully play their musical instruments.

Students will demonstrate the skills they have learned from:

- Teacher Instruction
- Peer Instruction
- Instrumental Music Method Books

Skills

Bloom's Taxonomy

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

- 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
- Parade

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

- Experience the joy, success, and camaraderie of participating in an Instrumental Music Ensemble such as Band, Orchestra or Jazz Ensemble.

Students, with teacher supervision, may use theater lighting to support and enhance the mood of musical performances on stage.

Assessments

Performance Assessment

Benchmark:

Teacher will observe students' individual and/or group ensemble playing/performance 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).

Summative: Performance: Recital

Teachers 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
- Parade

Teacher will use the **INSTRUMENTAL MUSIC Performance Assessment Rubric** to assess some important rehearsals and/or performances.

Teacher will have students use the **INSTRUMENTAL MUSIC - Student Performance Self Assessment Rubric** 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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 1, Bruce Pearson
Lesson Books

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Conductor Score

STANDARD OF EXCELLENCE, Comprehensive Band Method, Book 2, Bruce Pearson
Lesson Books

Recorded examples of music

Sheet Music and music for Concerts and/or Parades

Supplemental Music and Materials

Musical Instruments

Instructional Music Videos

SMARTMUSIC Interactive Music Software

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: March 23, 2024 by Scott Lefurge

Visual & Performing Arts - Instrumental Music 5-8 Unit 10 Music and the LGBTQ Community

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

National Core Arts Standards

NJSLS Standard 1.3D Music: Harmonizing Instruments

Strategic Area 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 phrases) 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.

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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)

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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.

21st Century/ Technology/ Gifted D.I./Social Emotional Learning

9.1 Personal Financial Literacy/ 9.2 Career Awareness, Exploration, Preparation, and Training

9.4 Life Literacies and Key Skills

8.1 Computer Science

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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.)

9.4.9.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.

Holocaust & Genocide Infusion

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

<p><u>Holocaust and/or Genocide.</u> 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.</p>	
<p>Unit Rationale</p> <p>Students will be made aware of the musical contributions of members of the LGBTQ community in an accepting and inclusive way.</p> <p>Students will successfully play their musical instruments demonstrating the skills they have learned.</p> <p>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.</p>	
<p>Enduring Understandings</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</p> <p>Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Students will enjoy playing their musical instruments successfully.</p> <p>Students will demonstrate the skills they have learned.</p> <p>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.</p>	<p>Essential Questions</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts & the disciplines, contexts, and daily life inform creating, performing, and responding to music?</p> <p>Will I be able to play my instrument successfully?</p> <p>Will I be able to play my instrument with a group?</p>
<p>Content</p> <p>Students will learn about the musical contributions of members of the LGBTQ community in an accepting and inclusive way.</p> <p>Students will have the opportunity to successfully play some of the music created and performed by LGBTQ artists using their musical instruments.</p> <p>Students will demonstrate the skills they have learned from:</p> <ul style="list-style-type: none"> • Teacher Instruction • Peer Instruction • Instrumental Music Method Books • Street Music <p>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.</p> <p>Students may demonstrate their performance skills in one or more of the following ways:</p> <ul style="list-style-type: none"> • Concert 	<p>Skills <u>Bloom's Taxonomy</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Successfully play some of the music created and performed by LGBTQ artists using 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.

<ul style="list-style-type: none"> ● Assembly ● Recital ● Show ● Parade <p>Students may Investigate Music & Careers in Performing Arts of LGBTQ artists:</p> <p>Artists may include, but are not limited to:</p> <ul style="list-style-type: none"> ● Freddy Mercury, Queen, The Village People, Elton John, Lady Gaga, David Bowie, George Michael, Little Richard, Leonard Bernstein, k.d. Lang, Liberace 	<ul style="list-style-type: none"> ● Investigate Music & Careers in Performing Arts of LGBTQ artists:
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Assessments

Performance Assessment
Benchmark:
Teacher will observe students' individual and/or group ensemble playing/performance 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).

Summative: Performance: Recital
Teachers 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
- Parade

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; which may include (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

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 examples of music

Sheet Music and music for Concerts and/or Parades

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: March 4, 2024 by Scott Lefurge

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

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

National Core Arts Standards

NJSLS 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 phrases) 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.

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

21st Century / Technology/ Gifted D.I./Social Emotional Learning

9.1 Personal Financial Literacy/ 9.2 Career Awareness, Exploration, Preparation, and Training

9.4 Life Literacies and Key Skills

8.1 Computer Science

8.1.2.CS.1: Use of Computers, the Internet, Electronic Tuners, Electronic Keyboards, Metronomes, Recordings & Videos with technology to enable students to better understand how to read music and musical notation that will enable them to successfully play their instruments individually and in ensembles.

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 - Brainsorming.

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.

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.

Students, with teacher supervision, may use theater lighting to represent various climates, seasons, and climate changes for music performances on stage. The use of colorful LED lighting would be able to create greater visual representation of climate, seasons & climate changes, while being more environmentally friendly and reducing energy use in our school.

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 Beethoven, "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. **"Climate Change" modified musical selection.**

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

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
- 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. **"Climate Change" modified musical selection.**
- 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

- Peer Instruction
- Instrumental Music Method Books
- Sheet Music

- 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.

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
- Parade

Assessments

Performance Assessment

Benchmark:

Teacher will observe students' individual and/or group ensemble playing/performance 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 **"Climate Change" modified musical selection** on their musical instrument(s).

Students may demonstrate their performance skills in one or more of the following ways:

- Concert
- Assembly
- Recital
- Show
- Parade
- Performance of a **"Climate Change" modified musical selection.**

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; which may include: (S.E., G&T, ELL, At-risk, as needed).

Alternative Assessments: Teacher may modify and/or adjust the procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the IEP, G&T enrichment, MLL/ELL and At-risk students.

504 students: Teacher may modify and/or adjust the scale, part of the scale, song, part of the song, or difficulty level of the song, procedure or method of instrument assembly or directions for care of the instruments to better meet the needs of the student based on plan, if additional time is needed, supplemental resources, a smaller setting, a shortened amount of music or questions, depending on the lesson and assignment.

Resources

Recorded examples of music

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.

Sheet Music and music for Concerts and/or Parades

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: July 14, 2021 by Scott Lefurge
