



Grades 4 and 5 Instrumental Music Curriculum

Director of Elementary Education: Dawn Auerbach

Elementary Principal: Ethan Maayan

Assistant Principals: Cathy Gaynor and Lydia Cooper

Committee Members: Christina Batiz, Michele Hughes, Pat Merlucci

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Wayne School District
Grade 4
Instrumental Music

Content Area/Grade Level/Course	Music/Grade 4/Instrumental Music
Time Frame	Weeks 1-35
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Visual and Performing Arts</p> <p><u>Artistic Process: Creating</u> Anchor Standard 1 Conceptualizing and generating ideas. Anchor Standard 2 Organizing and developing ideas. Anchor Standard 3 Refining and completing products.</p> <p><u>Artistic Process: Performing/Presenting/Producing</u> Anchor Standard 4 Developing and refining techniques and models or steps needed to create products. Anchor Standard 5 Selecting, analyzing and interpreting work. Anchor Standard 6 Conveying meaning through art.</p> <p><u>Artistic Process: Responding</u> Anchor Standard 7 Perceiving and analyzing products. Anchor Standard 8 Applying criteria to evaluate products. Anchor Standard 9 Interpreting intent and meaning.</p> <p><u>Artistic Process: Connecting</u> Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>National Standards for Music Education</p> <ol style="list-style-type: none"> 1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture. <p>NJSLS Career Readiness, Life Literacies & Key Skills Career Readiness Practices Life Literacies and Key Skills</p> <p>Computer Science and Design Thinking Engineering and Design</p> <p>WIDA ELD Standards <i>Social and Instructional Language</i>: ELD Standard 1</p>	

Unit Summary

Fourth grade instrumental students learn the fundamental principles of playing an instrument. These skills include: proper assembly, identifying parts of their instrument, and instrument care. Students will also be introduced to the basics of playing technique, reading and performing pieces primarily based on the concert Bb scale, basic rhythmic and musical vocabulary, concert etiquette, improvisation, composition, and music history.

Standard Number(s)

NJSLS Visual and Performing Arts

1.3 Music Ensemble

Creating

- 1.3C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal
- 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
- 1.3C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing/Presenting/Producing

- 1.3C.12nov.Pr4a: Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
- 1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
- 1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances

Responding

- 1.3C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context
- 1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
- 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Connecting

- 1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn11a: : Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS Career Readiness, Life Literacies, and Key Skills

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.

Career Awareness

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

Creativity and Innovation

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Digital Citizenship

- 9.4.5.DC.1: Explain the need for and use of copyrights

Computer Science and Design Thinking

Engineering and Design

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

WIDA Standards

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

Essential Question(s)

- How do musicians generate creative ideas?
- How do musicians improve the quality of their performance?
- How do musicians make meaningful connections to creating, performing, and responding?

Enduring Understandings

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Interdisciplinary Connections

Students will have an opportunity to learn about the many careers that involve music in addition to playing an instrument. For example, students could briefly use technology to investigate anyone of the following careers: music producer, music teacher, music therapist, session musician, and conductor, just to name a few. Students can also learn about copyright laws as a means of protecting earnings from song/lyrics/musical compositions.

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Examples may include, but are not limited to the following. Additionally, some units have specific assessments (consult the chart below).

- *Formative*: Observations, class participation, evidence of practice
- *Summative*: Individual and group play, performances, [National Standards for Music Education Assessments](#)
- *Benchmark*: Students will show correct position of finger placement on instruments for notes
- *Alternative*: Options may include teacher created assignments and alternative selection of music

Teaching and Learning Activities & Student Learning Targets/Objectives (Students will know/Students will understand)

<u>Unit of Study</u>	<u>Pacing (in weeks)</u>	<u>Key Learning Objectives</u>	<u>Student Assessment</u>	<u>Resources & Suggested Activities</u>	<u>NJ Student Learning Standards</u>
Instrument Assembly	1-4	Students will learn the proper way to assemble/disassemble their instrument.	Formative Assessment	Approved Band resources See Appendix for current list	Connecting Anchor Standard 10 1.3C.12nov.Cn11a
Playing Fundamentals	1-20	Students will learn proper posture, hand position, breathing techniques, and embouchure in order to produce a quality sound.	Students will sit or stand with proper posture, hand position and will breathe correctly embouchure to produce a quality sound.	Approved Band resources See Appendix for current list	Performing Anchor Standard 6 1.3C.12nov.Pr6a
Note and Rest Values whole note/rest half note/rest dotted half note quarter note/rest eighth notes	1-20	To comprehend and demonstrate the duration of each given note and/or rest through counting and performance.	Students will be able to accurately clap, count, write, and perform these rhythms on their instruments.	Approved Band resources Supplemental rhythmic exercises Band Music	Performing Anchor Standard 4 1.3C.12nov.Pr4b
Note Reading and Fingering C: A, Ab, B, C, D, Eb, F, G Bb: A, Bb, B, C, D, E, F, G Eb: A, B, C, D, E, F, F#, G	1-35	To perform the correct fingering for the appropriate note on the staff.	The students will be able to read the given note on the staff and demonstrate its correct fingering.	Approved Band resources Band Music	Performing Anchor Standard 4 1.3C.12nov.Pr4a
Time Signatures 4/4, 2/4, 3/4	1-35	To introduce how many beats are in each measure and what kind of note gets the steady beat.	The students will be able to define and explain how many beats are in each measure.	Approved Band resources Band Music	Responding Anchor Standard 7 1.3C.12nov.Re7a
Articulation Tonguing, Ties, Slurs, Accent, Staccato	1-35	To identify and perform proper attacks and releases of notes with various articulation markings.	The students will be able to identify, define, and demonstrate the various articulation markings with the correct attack and release of notes.	Approved Band resources Band Music	Responding Anchor Standard 7 1.3.C.12nov.Re7b

Key Signatures Concert Bb	1-35	To demonstrate the ability to perform a piece of music in the appropriate key signature.	The students will be able to recognize and explain the location of the flats and sharps on the staff and perform music in the correct key.	Approved Band resources Band Music	Responding Anchor Standard 9 1.3C.12nov.Re9a
Musical Terminology Repeat Sign Breath Mark Duet Round Fermata Pick Up Note 1 st and 2 nd Endings	5-35	How to identify, define and perform the various musical terms and markings.	The students will be able to identify, define and perform the various musical terms and markings in a piece of music.	Approved Band resources Band Music	Performing Anchor Standard 4 1.3C.12.nov.Pr4c
Dynamics p, mf, f, crescendo, decrescendo	1-16	How to identify, define, and perform proper dynamics (volume) through breath support and embouchure.	The students will be able to identify, define, and properly perform the various dynamic markings.	Approved Band resources See Appendix for current list	Responding Anchor Standard 8 1.3C.12nov.Re8a Performing Anchor Standard 4 1.3C.12nov.Pr4c
Tempo Markings Andante Moderato Allegro	18-35	How to identify, define, and perform music at various tempos (speeds).	The students will be able to identify, define and perform music at various tempos.	Approved Band resources Band Music	Performing Anchor Standard 4 1.3C.12nov.Pr4c
Technology	1-35	Students will use a tuner, metronome, and other applications to enhance music learning.	The students will be able to identify and properly use a tuner, metronome, and other applications to improve music learning.	Tuner Metronome iPad Other Applications (such as "Smart Music" or "Garageband")	Performing Anchor Standards 5, 6 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a
History	16-35	Students will be introduced to various compositions from different composers, time periods, and areas of the world.	Students will read about and discuss various compositions from different composers, time periods, and areas of the world.	Approved Band resources Band Music	Performing Anchor Standard 6 1.3C.12nov.Pr6b
Percussion Strokes/Skills Flam Flam Tap Buzz Paradiddle Double Paradiddle Flam Accents	16-35	How to identify, define, and perform the various percussion strokes.	The percussionists will be able to identify, define, and perform the various percussion strokes with rhythmic accuracy and a steady beat.	Approved Band resources Band Music	Responding Anchor Standard 7 1.3.C.12nov.Re7b

Improvisation and Composition	1-35	Students will create written compositions and improvise in lessons and large ensemble rehearsals based on elements learned in class.	Students will be able to improvise and compose in the key of concert Bb Major using various time signatures, tempos, dynamics, and articulations.	Approved Band resources See Appendix for current list	Creating Anchor Standards 1,2,3 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b Connecting Anchor Standard 10 1.3C.12nov.Cn10a
Self-Assessment	1-35	Students will self-assess each lesson objective which includes: technique, expression, and reading skills.	Students will listen and respond to themselves and each other in each lesson and rehearsal.	Approved Band resources See Appendix for current list Band Music Band Music	Performing Anchor Standard 5 1.3C.12nov.Pr5a

<i>Differentiation Strategies</i>	<p style="text-align: center;"><u>Differentiation Strategies for Instrumental Music</u></p> <p><u>General Strategies</u></p> <ul style="list-style-type: none"> ● Visuals ● Whole class, small group, and independent work ● Anchor charts to illustrate concepts ● Flexible grouping ● Graphic organizers Level of independence ● Differentiated checklists and rubric (if appropriate) <p><u>Music Adaptations for Special Needs Students</u></p> <p>Routines are extremely important</p> <ul style="list-style-type: none"> ● Opening and closing song or activity to signal the beginning and ending of class ● A movement portion, which can serve as a follow up activity ● Musical concepts introduced and rediscovered during the core of the music class <p>Familiarize self with goals of individual students (e.g. reading level, OT or PT, basic life skills)</p> <ul style="list-style-type: none"> ● Consult with the student’s learning consultant about his IEP or 504 ● Be aware of any sound or other sensory sensitivities ● Adaptations and accommodations can give additional support and modify assignments ● Allow for partial and varied participation ● Alternate goals may be needed for special needs students ● Enlarged music with simplified notation used to decrease the amount of information <ul style="list-style-type: none"> ○ Staff lines may excluded- bar lines, measures, and rhythms could be color coded
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Alternate (but related) or differentiated assignments for special needs students

- Extended time, verbal answers, modified worksheet
- Repetitive or fill-in-the-blank songs
- Nonverbal students
 - Visual aids to answer questions
 - Use motions to participate while students are singing
- Instruments should be adjusted for students with limited fine and gross motor skills
 - Velcro Egg Shakers
 - Instrument holders that attach to wheelchairs
 - Adaptive recorders
 - Help the child choose an appropriate instrument

Guidance for Paraprofessionals

- Allow the teacher to focus on the main goals of the class, while the paraprofessional provides extra help to the child
- Support the needs of individual students
- Play instruments with students (hand over hand) or take turns with the students

Additional Strategies for Differentiation

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

Appendix A - Approved Band Resources

- *Sound Innovations Book 1 & Book 2*, Robert Sheldon, Peter Boonshaft, Dave Black, and Bob Phillips
- *Standard of Excellence - Book 1 & Book 2*, Bruce Pearson
- *Essential Elements for Band*, Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk
- *Essential Elements 2000 Book 1 & Book 2*, Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk
- *Practical Principles Method for Band*, Joseph McIntyre
- *Tradition of Excellence Books 1, 2, 3* (sample copies for clarinet), Bruce Pearson & Ryan Nowlin
- *First Performance (Standard of Excellence)* (sample copies for clarinet), 13 Pieces in a Variety of Styles for Beginning Band, Bruce Pearson & Barrie Gott

Appendix B - Approved Solo and Ensemble Resources

- *Alfred Basic Solos and Ensembles Book 1 & Book 2*, Sandy Feldstein and John O'Reilly
- *Standard of Excellence First Performance Plus*, Bruce Pearson and Barrie Gott
- *Standard of Excellence Festival Ensembles*, Bruce Pearson and Chuck Elledge
- *Students Instrumental Course - Solo Book*, Douglas Steensland and Fred Weber
- *Pop Trios for All*, Arranged by Michael Story
- *Technique & Musicianship for Group or Private Instruction* (sample copy for clarinet), Bruce Pearson and Ryan Nowlin

Appendix C - Percussion and Rhythmic Resources

- *Essential Elements 2000 Comprehensive Band Method - Percussion Book 2* (Includes Keyboard Percussion), Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk, Percussion consultant and editor: Will Rapp
- *Sound Percussion - An Intermediate Method for Individual or Group Instruction (Accessory Percussion), Exercises for Rhythm, Meter, Rudiments, Rolls, Effects, and Performance*, Dave Black and Chris Bernotas
- *Alfred's Drum Method Book 1*, Sandy Feldstein and Dave Black
- *Syncopation For the Modern Drummer*, Ted Reed

Grade 5 Instrumental Music

Grade Level/Course	Grade 5/Instrumental Music
Time Frame	Weeks 1-35
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
NJSLS Visual and Performing Arts	
<u>Artistic Process: Creating</u>	
Anchor Standard 1 Conceptualizing and generating ideas.	
Anchor Standard 2 Organizing and developing ideas.	
Anchor Standard 3 Refining and completing products.	
<u>Artistic Process: Performing/Presenting/Producing</u>	
Anchor Standard 4 Developing and refining techniques and models or steps needed to create products.	
Anchor Standard 5 Selecting, analyzing and interpreting work.	
Anchor Standard 6 Conveying meaning through art.	
<u>Artistic Process: Responding</u>	
Anchor Standard 7 Perceiving and analyzing products.	
Anchor Standard 8 Applying criteria to evaluate products.	
Anchor Standard 9 Interpreting intent and meaning.	
<u>Artistic Process: Connecting</u>	
Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.	
Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<u>National Standards for Music Education</u>	
<ol style="list-style-type: none">1. Singing, alone and with others, a varied repertoire of music.2. Performing on instruments, alone and with others, a varied repertoire of music.3. Improvising melodies, variations, and accompaniments.4. Composing and arranging music within specified guidelines.5. Reading and notating music.6. Listening to, analyzing, and describing music.7. Evaluating music and music performances.8. Understanding relationships between music, the other arts, and disciplines outside the arts.9. Understanding music in relation to history and culture.	
NJSLS Career Readiness, Life Literacies & Key Skills	
Career Readiness Practices	
Life Literacies and Key Skills	
Computer Science and Design Thinking	
Engineering and Design	
WIDA ELD Standards	
<i>Social and Instructional Language:</i> ELD Standard 1	

Unit Summary

In 5th grade, students will build upon concepts learned the previous year and will gain a deeper understanding of musical expression. Along with advancement in techniques through exercises in different keys and time signatures, students will explore: new articulation markings, a wider dynamic range, tempo fluctuations, and more ensemble possibilities. Students will learn more diverse musical rhythms, pitches, styles, and road maps, as well as more about improvisation, composition, and music history.

Standard Number(s)

NJSLS Visual and Performing Arts: 1.3 Music Ensemble

Creating

- 1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
- 1.3C.12int.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr2a: : Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
- 1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Performing

- 1.3C.12int.Pr4a: Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
- 1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
- 1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- 1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- 1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
- 1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- 1.3C.12int.Pr6a: : Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- 1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.

Responding

- 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- 1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
- 1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.

Connecting

- 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

NJSLS Career Readiness, Life Literacies, and Key Skills

Career Readiness Practices

- CRP1. Act as a responsible and contributing community member and employee.
- CRP4. Demonstrate creativity and innovation.

Career Awareness

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

Creativity and Innovation

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Digital Citizenship

- 9.4.5.DC.1: Explain the need for and use of copyrights

Computer Science and Design Thinking

Engineering and Design

- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

WIDA Standards

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

Essential Question(s)

- How do musicians make creative decisions?
- How do musicians improve the quality of their performance?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Interdisciplinary Connections

Students will have an opportunity to learn about the many careers that involve music in addition to playing an instrument. For example, students could briefly use technology to investigate and read information for the following careers: music producer, music teacher, music therapist, session musician, and conductor, just to name a few. Students and the teacher can also discuss the type of qualities needed to be a leader within an ensemble as well as the world.

Assessments (Pre, Formative, Summative, Other)

Denote required common assessments with an *

Examples may include, but are not limited to the following. Additionally, some units have specific assessments (consult the chart below).

- *Formative*: Observations, class participation, evidence of practice
- *Summative*: Individual and group play, performances, [National Standards for Music Education Assessments](#)
- *Benchmark*: Students will show correct position of finger placement on instruments for notes
- *Alternative*: Options may include teacher created assignments and alternative selection of music

Teaching and Learning Activities & Student Learning Targets/Objectives (Students will know/Students will understand)

<u>Unit of Study</u>	<u>Pacing (in weeks)</u>	<u>Key Learning Objectives</u>	<u>Student Assessment</u>	<u>Resources & Suggested Activities</u>	<u>NJ Student Learning Standards</u>
Instrument Assembly	1-4	Students will review the proper way to assemble/disassemble their instrument	Formative Assessment	Approved Band resources See Appendix for current list	Connecting Anchor Standard 10 1.3C.12int.Cn 11a
Playing Fundamentals	4-20	Students will review proper posture, hand position, breathing techniques, and embouchure in order to produce a quality sound.	Students will sit or stand with proper posture, hand position and will breathe correctly embouchure to produce a quality sound.	Approved Band resources See Appendix for current list	Performing Anchor Standard 6 1.3C.12int.Pr6 a
Note and Rest Values Dotted quarter/eighth note, single eighth note/rest	8-20	To comprehend and demonstrate the duration of each given note and/or rest through counting and performance (whole, half, dotted half, quarter, eighth)	Students will be able to accurately clap, count, write, and perform these rhythms on their instruments.	Approved Band resources See Appendix for current list Supplemental rhythmic exercises Band Music	Performing Anchor Standard 4 1.3C.12int.Pr4 b
Note Reading and Fingering C: A, Ab, B, C, D, Eb, F, G Bb: A, Bb, B, C, D, E, F, G Eb: A, B, C, D, E, F, F#, G	1-35	To perform the correct fingering for the appropriate note on the staff. to introduce new octaves and expand range. To apply chromatic alterations as needed.	The students will be able to read the given note on the staff and demonstrate its correct fingering.	Approved Band resources See Appendix for current list Band Music	Performing Anchor Standard 4 1.3C.12int.Pr4 a
Time Signatures 4/4, 2/4, 3/4, C	1-14 4/4 14-28 3/4	To introduce how many beats are in each measure and what kind of note gets the steady beat.	The students will be able to define and explain how many beats are in each measure.	Approved Band resources Band Music	Responding Anchor Standard 7 1.3C.12int.Re 7a
Articulation Review Tonguing, Ties, Slurs,	16-35	To identify and perform proper attacks and releases of notes with	The students will be able to identify, define, and	Approved Band resources	Responding Anchor

Accent, Staccato Legato		various articulation markings.	demonstrate the various articulation markings with the correct attack and release of notes.	See Appendix for current list Band Music	Standard 7 1.3.C.12int.Re 7b
Key Signatures Concert Bb Concert Eb Concert F	Concert Bb 1-35 Concert Eb 16-35 Concert F 25-35	To demonstrate the ability to perform a piece of music in the appropriate key signature.	The students will be able to recognize and explain the location of the flats and sharps on the staff and perform music in the correct key.	Approved Band resources See Appendix for current list Band Music	Responding Anchor Standard 9 1.3C.12int.Re 9a
Musical Terminology/Theory Repeat Sign(s) Syncopation DC Al Fine Accidentals #,b Natural sign Soli/Solo Multiple measure rests Scale/Chord/Arpeggio Enharmonics	1-35	How to identify, define and perform the various musical terms and markings.	The students will be able to identify, define and perform the various musical terms and markings in a piece of music.	Approved Band resources See Appendix for current list Band Music	Performing Anchor Standard 4 1.3C.12.int.Pr 4c
Dynamics Review (p, mf, f, crescendo, decrescendo) New dynamics pp,mp,ff	1-16	How to identify, define, and perform proper dynamics (volume) through breath support and embouchure.	The students will be able to identify, define, and properly perform the various dynamic markings.	Approved Band resources See Appendix for current list Band Music	Responding Anchor Standard 8 1.3C.12nov.Re 8a Performing Anchor Standard 4 1.3C.12int.pr4 c
Tempo Markings Ritardando Accelerando Largo Maestoso	18-35	How to identify, define, and perform music at various tempos (speeds).	The students will be able to identify, define and perform music at various tempos.	Approved Band resources See Appendix for current list Band Music	Performing Anchor Standard 4 1.3C.12int.pr4 c
Technology	1-35	Students will use a tuner, metronome, and other applications to enhance music learning.	The students will be able to identify and properly use a tuner, metronome, and other applications to	Tuner Metronome iPad	Performing Anchor Standard 5, 6 1.3C.12nov.Pr 5a

			improve music learning.	Other Applications (such as “Smart Music” or “Garageband”)	1.3C.12nov.Pr 6a
History	16-35	Students will be introduced to various compositions from different composers, time periods, and areas of the world.	Students will read about and discuss various compositions from different composers, time periods, and areas of the world.	Approved Band resources See Appendix for current list Band Music	Performing Anchor Standard 6 1.3C.12int.Pr6 b
Percussion Skills 8th/16th note combinations 16th note rolls (ie. 5,9,17 stroke rolls) Rim Shots	16-35	How to identify, define, and perform the various percussion skills.	The percussionists will be able to identify, define, and perform the various percussion skills with rhythmic accuracy and a steady beat.	Approved Band resources See Appendix for current list Band Music	Responding Anchor Standard 7 1.3.C.12int.Re 7b
Improvisation and Composition	1-35	Students will create written compositions and improvise in lessons and large ensemble rehearsals based on elements learned in class.	Students will be able to improvise and compose in the key of concert Bb Major using various time signatures, tempos, dynamics, and articulations.	Approved Band resources See Appendix for current list	Creating Anchor Standard 1,2,3 1.3C.12int.cr1 a 1.3C.12int.cr2 a 1.3C.12nov.cr 3a 1.3C.12int.cr3 b Connecting Anchor Standard 10 1.3C.12nov.cn 10a
Self-Assessment	1-35	Students will self-assess each lesson objective which includes: technique, expression, and reading skills.	Students will listen and respond to themselves and each other in each lesson and rehearsal.	Approved Band resources See Appendix for current list Band Music	Performing Anchor Standard 5 1.3C.12int.pr5 a

<i>Differentiation Strategies</i>	<p><u>Differentiation Strategies for Instrumental Music</u></p> <p><u>General Strategies</u></p> <ul style="list-style-type: none"> ● Visuals ● Whole class, small group, and independent work ● Anchor charts to illustrate concepts ● Flexible grouping ● Graphic organizers Level of independence
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- Differentiated checklists and rubric (if appropriate)

Differentiation Strategies for Instrumental Music

General Strategies

- Visuals
- Whole class, small group, and independent work
- Anchor charts to illustrate concepts
- Flexible grouping
- Graphic organizers Level of independence
- Differentiated checklists and rubric (if appropriate)

Music Adaptations for Special Needs Students

Routines are extremely important

- Opening and closing song or activity to signal the beginning and ending of class
- A movement portion, which can serve as a follow up activity
- Musical concepts introduced and rediscovered during the core of the music class

Familiarize self with goals of individual students (e.g. reading level, OT or PT, basic life skills)

- Consult with the student's learning consultant about his IEP or 504
- Be aware of any sound or other sensory sensitivities
- Adaptations and accommodations can give additional support and modify assignments
- Allow for partial and varied participation
- Alternate goals may be needed for special needs students
- Enlarged music with simplified notation used to decrease the amount of information
 - Staff lines may excluded- bar lines, measures, and rhythms could be color coded

Alternate (but related) or differentiated assignments for special needs students

- Extended time, verbal answers, modified worksheet
- Repetitive or fill-in-the-blank songs
- Nonverbal students
 - Visual aids to answer questions
 - Use motions to participate while students are singing
- Instruments should be adjusted for students with limited fine and gross motor skills
 - Velcro Egg Shakers
 - Instrument holders that attach to wheelchairs
 - Adaptive recorders
 - Help the child choose an appropriate instrument

Guidance for Paraprofessionals

- Allow the teacher to focus on the main goals of the class, while the paraprofessional provides extra help to the child
- Support the needs of individual students
- Play instruments with students (hand over hand) or take turns with the students

Additional Strategies for Differentiation

- [Differentiation Strategies for Special Education Students](#)
- [Differentiation Strategies for Gifted and Talented Students](#)
- [Differentiation Strategies for ELL Students](#)
- [Differentiation Strategies for At Risk Students](#)
- [Differentiation Strategies for Students with a 504](#)

Resources

Appendix A - Approved Band Resources

- *Sound Innovations Book 1 & Book 2*, Robert Sheldon, Peter Boonshaft, Dave Black, and Bob Phillips
- *Standard of Excellence Book 1 & Book 2*, Bruce Pearson
- *Essential Elements for Band*, Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk
- *Essential Elements 2000 Book 1 & Book 2*, Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk
- *Practical Principles Method for Band*, Joseph McIntyre
- *Tradition of Excellence Books 1, 2, 3* (sample copies for clarinet), Bruce Pearson & Ryan Nowlin
- *First Performance* (Standard of Excellence) (sample copies for clarinet), 13 Pieces in a Variety of Styles for Beginning Band, Bruce Pearson & Barrie Gott

Appendix B - Approved Solo and Ensemble Resources

- *Alfred Basic Solos and Ensembles Book 1 & Book 2*, Sandy Feldstein and John O'Reilly
- *Standard of Excellence First Performance Plus*, Bruce Pearson and Barrie Gott
- *Standard of Excellence Festival Ensembles*, Bruce Pearson and Chuck Elledge
- *Students Instrumental Course - Solo Book*, Douglas Steensland and Fred Weber
- *Pop Trios for All*, Arranged by Michael Story
- *Technique & Musicianship for Group or Private Instruction* (sample copy for clarinet), Bruce Pearson and Ryan Nowlin

Appendix C - Percussion and Rhythmic Resources

- *Essential Elements 2000 Comprehensive Band Method - Percussion Book 2* (Includes Keyboard Percussion), Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender, Tom C. Rhodes, Don Bierschenk: Percussion consultant and editor: Will Rapp
- *Sound Percussion - An Intermediate Method for Individual or Group Instruction (Accessory Percussion), Exercises for Rhythm, Meter, Rudiments, Rolls, Effects, and Performance*, Dave Black and Chris Bernotas
- *Alfred's Drum Method Book 1*, Sandy Feldstein and Dave Black
- *Syncopation For the Modern Drummer*, Ted Reed