

[Instrumental Music Scope and Sequence](#)**Instrumental Music Curriculum**

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Philosophy

The purpose of instrumental music education in the curriculum can be best understood only as a part of aesthetic education, and aesthetic education, in turn can be properly understood only as part of the total education of the whole child.

The function of instrumental music education in the curriculum should be to provide music experiences to all those children who are interested in playing an instrument and who have developed sufficient motor and coordination skills so that their experiences can be both educational and enjoyable.

The child must feel as well as think. In addition to learning and discovering, he/she must learn to be creative. Therefore, we must cultivate in the child a sensitivity to the world of sound, form and emotional empathy, just as intellectually we must make the child cognizant of language, symbolism, and abstract tools of thought.

Novice Band	Grade: 4-8
Unit Overview: At this level, students will be introduced to the instruments, which are currently taught in the school. Through observation of performances by the school's band and orchestra, through demonstration and counseling from the instrumental music teacher and with consultation with parents, the child is helped to choose which instrument he/she will study. The child will already have experienced playing the flutophone as part of the vocal program.	

Instrumental Music Scope and Sequence

All students will begin work in a Method Book, which will be chosen by the band director. Lesson books and materials used in instrumental classes will include, but are not restricted to: folk tunes, patriotic songs, studies and various technique building exercises which address problems characteristic to a particular instrument.

New Jersey Student Learning Standards

Creating

1.3.C.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.

1.3.C.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.

1.3.C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

1.3.C.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

1.3.C.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.

1.3.C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3.C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

1.3.C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

1.3.C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3.C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances.

1.3.C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Responding

1.3.C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.

1.3.C.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).

1.3.C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Connecting

1.3.C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

1.3.C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

Essential Questions

1.How do musicians generate creative ideas?

Instrumental Music Scope and Sequence

<p>1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>2. Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>3. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>5. 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.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>6. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>2. How do musicians make creative decisions?</p> <p>3. How do musicians improve the quality of their creative work?</p> <p>4. How do performers select repertoire?</p> <p>5. How do musicians improve the quality of their performance?</p> <p>6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p>
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Instrumental Music Scope and Sequence

<p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. 11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p><i>Full Year Lessons</i></p>	<ul style="list-style-type: none"> • Create, imitate, and improvise simple melodies. • Demonstrate proper instrument assembly. • Demonstrate proper playing position. • Identify the basics of tone, quality and production through diaphragmatic breathing, embouchure formation and proper articulation ("tu" and "du" attack). • Demonstrate proper instrument care and maintenance. • Achieve rudimentary reading skills. • Describe personal goals when performing. • Reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Compose and improvise 3-5 note melodic exercises and improvise 1 measure rhythmic patterns. • Create 2-4 measure melodies. • Demonstrate an understanding of standard notation practices. • Discuss and plan next steps to refine compositions. • Perform compositions in lessons for and/or with peers. <p>When Performing...</p> <ul style="list-style-type: none"> • Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection. • Demonstrate knowledge of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, breath support. • Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert Bb Major, dotted half note rhythms. • Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style. • Discuss and evaluate individual and peer performances. • Analyze and defend artistic decisions. • Execute accurate notes, rhythms, and articulations. • Perform with proper tone quality, posture, and hand position. • Perform with appropriate dynamics, phrasing, tempo, balance, and blend. • Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations. • Acquire and apply knowledge of proper rehearsal techniques. <p>When Responding...</p> <ul style="list-style-type: none"> • Think critically about how new technique interacts with repertoire. 	

Instrumental Music Scope and Sequence

- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in band players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> • Teacher observation • Student participation 	<div>Special Education</div> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • direction following • preparation for class • instrument care • schedule following <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Major musical performances/presentation • Self assessment • Video assessment • Peer to peer assessment • Teacher created tests/rubric • Extended written responses <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Essentials of Music Theory Units 4 and 5 • Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Subgroup Accommodations and Modifications</i> • <i>Curricular Modifications and Guidance for Students Educated in Special Class Settings</i> <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • <i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</i> • <i>Unit 1: Curriculum for ELL</i> • <i>Subgroup Accommodations and Modifications</i> • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • <i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</i> • <i>Subgroup Accommodations and Modifications</i> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</i> • <i>Subgroup Accommodations and Modifications</i> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</i> • <i>Subgroup Accommodations and Modifications</i>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Instrumental Music Scope and Sequence

<div data-bbox="116 226 508 262" data-label="Section-Header"> <h3>Core Professional Resources:</h3> </div> <div data-bbox="167 291 768 632" data-label="List-Group"> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications </div> <div data-bbox="116 659 626 701" data-label="Section-Header"> <h3>Supplemental Professional Resources:</h3> </div> <div data-bbox="167 724 773 957" data-label="List-Group"> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications </div>	<div data-bbox="823 226 1229 262" data-label="Section-Header"> <h3>Core Instructional Resources:</h3> </div> <div data-bbox="872 291 1445 787" data-label="List-Group"> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockhall.com • www.makingmusicfun.net • <i>Assorted youtube performances,tutuorials</i> • <i>Google Classroom</i> • <i>Assorted classroom texts both fiction and non-fiction</i> • <i>In Tune Monthly Magazine</i> • <i>Music Alive Magazine</i> • <i>Composer Video Series</i> • www.Flocabulary.com </div> <div data-bbox="823 816 1162 854" data-label="Section-Header"> <h3>Supplemental Resources:</h3> </div> <div data-bbox="872 879 1445 1375" data-label="List-Group"> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org </div> <div data-bbox="823 1404 1149 1442" data-label="Section-Header"> <h3>Intervention Resources:</h3> </div> <div data-bbox="872 1467 1373 1680" data-label="List-Group"> <ul style="list-style-type: none"> • Assorted digital applications for iPad • <i>Flashcards</i> • <i>Lettered sheetmusic</i> • <i>Enlarged sheet music</i> • <i>Iconic notation</i> • <i>Boomwhackers'</i> • <i>Brainpop Junior</i> • <i>Child Study Team/Guidance Counselor communications</i> </div>
<div data-bbox="241 1799 652 1839" data-label="Section-Header"> <h3>Interdisciplinary Connections</h3> </div>	<div data-bbox="852 1799 1424 1839" data-label="Section-Header"> <h3>Integration of Technology through NJSLS</h3> </div>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ○ Garageband ○ Noteflight ○ Smartmusic ○ WeVideo ○ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Novice Orchestra	Grade: 4-8
<p>Unit Overview:</p> <p>At this level, students will be introduced to the instruments, which are currently taught in the school. Through observation of performances by the school's band and orchestra, through demonstration and counseling from the instrumental music teacher and with consultation with parents, the child is helped to choose which instrument he/she will study. The child will already have experienced playing the flutophone as part of the vocal program.</p> <p>All students will begin work in a Method Book, which will be chosen by the band director. Lesson books and materials used in instrumental classes will include, but are not restricted to: folk tunes, patriotic songs, studies and various technique building exercises which address problems characteristic to a particular instrument.</p>	
New Jersey Student Learning Standards	
<p>Creating</p> <p>1.3.C.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.</p> <p>1.3.C.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.</p> <p>1.3.C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.</p> <p>1.3.C.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.</p> <p>Performing</p> <p>1.3.C.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.</p> <p>1.3.C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3.C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>1.3.C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>1.3.C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3.C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>1.3.C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>Responding</p> <p>1.3.C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p> <p>1.3.C.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).</p> <p>1.3.C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p> <p>Connecting</p> <p>1.3.C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a</p>	

Instrumental Music Scope and Sequence

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

Enduring Understandings	Essential Questions
<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <ol style="list-style-type: none"> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. <p>Anchor Standard 2: Organizing and developing ideas.</p> <ol style="list-style-type: none"> Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Anchor Standard 3: Refining and completing products.</p> <ol style="list-style-type: none"> Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. <p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <ol style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <ol style="list-style-type: none"> 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. <p>Anchor Standard 6: Conveying meaning through art.</p> <ol style="list-style-type: none"> Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. <p>Anchor Standard 7: Perceiving and analyzing products.</p> <ol style="list-style-type: none"> Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. <p>Anchor Standard 8: Interpreting intent and meaning.</p>	<ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? How do performers select repertoire? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Instrumental Music Scope and Sequence

<p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding..</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
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Bend/Goals	Teaching Points
Full Year Lessons	<ul style="list-style-type: none"> • Create, imitate, and improvise simple melodies. • Demonstrate proper care for instruments. • Demonstrate proper posture and playing position. • Identify different articulations. • Identify and demonstrate rudimentary music reading skills. • Perform in a solo, small group and large group setting. • Describe personal goals when performing. • Reflect on performances.

Skills (Students will be able to...)
<p>When Creating...</p> <ul style="list-style-type: none"> • Create and imitate rhythmic bowing patterns and execute the bowings on the D major scale. • Create and imitate simple melodic ideas based on new notes learned in class (ear training). • Create and imitate bowing patterns and execute the bowings on the 1-2 octave major scale. • Learn/review how to write music in standard notation (eg. - how to draw clef, key signature, notes, etc.) in a legible manner. • Compose notes and rhythms of a short melody (in D major, using half, quarter, eighth, and rests). • Edit and/or refine composition to reflect new rhythms, notes, or finger patterns learned in class. • Add expressive markings to existing composition as developmentally appropriate. • Improvise short rhythmic and melodic passages, as guided by the teacher. <p>When Performing...</p> <ul style="list-style-type: none"> • Understand the process of how to approach a new piece of music. • Play D major scale and appropriate (I - IV 6/4 - V 4/3 - I) arpeggios. • Play 0-1-23-4 finger pattern (violin/viola). • Play 0-1-34 finger pattern in 1st position (cello). • Name and play notes found with above finger patterns on A and D strings.

Instrumental Music Scope and Sequence

- Read and play music in 4/4 and 3/4 time signature.
- Identify and play notes and rests of quarter and half duration.
- Understand and play various dynamics and tempo alterations.
- Understand and respond to symbols such as down/up bow, staccato/legato, fermata and repeat signs.
- Apply all above skills to their concert repertoire.
- Use musical language to assess own and peer performance.
- Tighten/loosen bow hair and rosin bow.
- Stand and sit with proper posture.
- Hold the instrument and bow correctly.

When Responding...

- Think critically about how new technique interacts with repertoire.
- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in orchestra players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**

Instrumental Music Scope and Sequence

- 16.MS. Utilize self-advocacy strategies.
- 17.MS. Identify and apply the steps of systematic decision-making.
- 18.MS. With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Student participation direction following preparation for class instrument care schedule following <p>Summative Assessments:</p> <ul style="list-style-type: none"> Major musical performances/presentation Self assessment Video assessment Peer to peer assessment Teacher created tests/rubric Extended written responses <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> Essentials of Music Theory Units 4 and 5 Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> Homework - extended drawing at home Presentations Verbal Critiques 	<p>Special Education</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clubbing activities Exploration by interest Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications Multi-language glossary Pupil edition in Spanish Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications

Instrumental Music Scope and Sequence

	<p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockhall.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <p>Intervention Resources:</p>

Instrumental Music Scope and Sequence

	<ul style="list-style-type: none"> Assorted digital applications for iPad Flashcards Lettered sheet music Enlarged sheet music Iconic notation Boomwhackers Brainpop Junior Child Study Team/Guidance Counselor communications
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> Social Studies/History: Students will be introduced to music from different genres, time periods and cultures Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) Reading: Students will read musical scores, understand vocabulary, and understand lyrics. World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> Assorted digital and traditional musical instruments (keyboards, guitars, drums) Apple Macbooks loaded with assorted software packages Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> Garageband NoteFlight Smartmusic WeVideo iMovie Electric and USB keyboards Electronic drum sets Novation Launchpad device Music editing and producing Recording using USB microphones Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills Time Management and Goal Setting Prioritizing Cooperative Skills Global and Environmental Awareness Problem Solving Skills Personal Literacy Initiative and Self Direction How to work alone and with others Be Self-directed Learner 	<ul style="list-style-type: none"> Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic Use print materials to practice reading and comprehension skills Ask students to look for specific things when they view videos or read print material, and then ask questions about those items Use print materials to practice reading and comprehension skills Research musical topics such as artists, genres, trends, music history, etc... Newsela articles, both fiction and non-fiction Classroom reference books and periodicals Observation and critique of musical performance Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> Guest speakers Field trips Skype a composer, musician Selected online interviews Role playing Selected Newsela articles about music careers Selected classroom books, periodicals regarding music careers https://www.careersinmusic.com/ https://www.bls.gov 	<ul style="list-style-type: none"> National Hispanic-Latino Heritage Month National Disability Employment Awareness Month National American Indian Heritage Month Black History Month National Women's History Month, National Irish-American Heritage Month National Italian American Heritage Month Asian Pacific American Heritage Older Americans' Month

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> Jewish American Heritage Month Week of Respect Red Ribbon Week International Dot Day (September 16)
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Hand Bells	Grade 5
Unit Overview: A handbell is a bell designed to be rung by hand. To ring a handbell, a ringer grasps the bell by its slightly flexible handle — traditionally made of leather, but often now made of plastic — and moves the wrist to make the hinged clapper inside the bell strike. An individual handbell can be used simply as a signal to catch people's attention or summon them together, but handbells are generally heard in tuned sets.	
New Jersey Student Learning Standards	
Creating 1.3.C.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. 1.3.C.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. 1.3.C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria. 1.3.C.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 1.3.C.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. 1.3.C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. 1.3.C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 1.3.C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. 1.3.C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. 1.3.C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances. 1.3.C.12nov.Re7a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	
Responding 1.3.C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. 1.3.C.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). 1.3.C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	
Connecting	

Instrumental Music Scope and Sequence

1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a

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Enduring Understandings		Essential Questions
Bend/Goals	Teaching Points	
Full Year	Ringing techniques	Teacher will introduce proper care and hand position for ringing bells.
	Reading music	Teacher will introduce a standard handbell score, and demonstrate how to know when it is your turn to play your bells
	Concert preparation	Teacher will prepare students for winter and spring concerts
Skills (Students will be able to...)		
<ul style="list-style-type: none"> Identify and demonstrate proper ringing techniques Participate in rehearsals and concerts Demonstrate schedule following Demonstrate basic note reading 		
Social Emotional Learning Competencies (https://selarts.org/)		
SELF <ul style="list-style-type: none"> SELF-AWARENESS <ul style="list-style-type: none"> 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). SELF-MANAGEMENT <ul style="list-style-type: none"> 05.MS.Demonstrate the capacity to maintain concentration on a task. 06.MS.Identify and set a short-term goal and make a plan for achieving it. 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. 		
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Instrumental Music Scope and Sequence

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Instrumental Music Scope and Sequence

	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> <div style="border: 1px solid black; padding: 5px; text-align: center;">Students with 504 Plans</div> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u>
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Instrumental Music Scope and Sequence

	<p>Intervention Resources:</p> <ul style="list-style-type: none"> • Assorted digital applications for iPad • <i>Flashcards</i> • <i>Lettered sheet music</i> • <i>Enlarged sheet music</i> • <i>Iconic notation</i> • <i>Boomwhackers'</i> • <i>Brainpop Junior</i> • <i>Child Study Team/Guidance Counselor communications</i>
<p>Interdisciplinary Connections</p>	<p>Integration of Technology through NJSLs</p>
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<p>Integration of 21st Century Themes</p>	<p>Media Literacy Integration</p>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration • Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
<p>Career Education</p>	<p>Global Perspectives</p>
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books, periodicals regarding music careers 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)
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Intermediate Band	Grade: 4-8
<p>Unit Overview:</p> <p>Emphasis at this level will be placed on students becoming aware of good ensemble properties, such as balance blend and specific stylistic skills. Above all, students will be made aware of their responsibilities towards the performing group as a whole and of the concept of “esprit de corps.” The above concepts will be incorporated into the curriculum along with the addition of more complex time signatures and rhythmic values. Students’ lesson time will be spent working with method books, handouts and various other materials chosen/arranged by the director. Students in Instrumental Music study will utilize the following thinking skills: comprehend, demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on demonstrating, recall, name, memorize, apply, and identify. There will be a greater focus on “linguistics” as they apply to musical terminology. The following “workplace readiness” concepts will be in evidence: organize, synthesize and evaluate information, work cooperatively, use time efficiently and apply study skills. The inception of evaluating own accomplishments and (provide constructive criticism) will begin to give students an awareness of listening skills.</p>	
<p>New Jersey Student Learning Standards</p>	
<p>Creating</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3.C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.</p> <p>1.3.C.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.</p>	
<p>Performing</p> <p>1.3.C.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.</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>1.3.C.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.</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>	
<p>Responding</p> <p>1.3.C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.</p>	

Instrumental Music Scope and Sequence

- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of 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. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
- 1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

Enduring Understandings	Essential Questions
<p>Anchor Standard 1: Generating and conceptualizing ideas.</p> <p>4. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>5. Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>6. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>5. 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.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>	<p>1. How do musicians generate creative ideas?</p> <p>2. How do musicians make creative decisions?</p> <p>3. How do musicians improve the quality of their creative work?</p> <p>4. How do performers select repertoire?</p> <p>5. How do musicians improve the quality of their performance?</p> <p>6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>

Instrumental Music Scope and Sequence

<p>6. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding..</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>7. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p><i>Full Year Lessons</i></p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences

Instrumental Music Scope and Sequence

	<ul style="list-style-type: none"> describe personal goals when performing. reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> Compose and improvise 3-5 note melodic exercises and improvise 1 measure rhythmic patterns. Create 2-4 measure melodies. Demonstrate an understanding of standard notation practices. Discuss and plan next steps to refine compositions. Perform compositions in lessons for and/or with peers. <p>When Performing...</p> <ul style="list-style-type: none"> Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection. Demonstrate knowledge of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, breath support. Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert Bb Major, dotted half note rhythms. Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style. Discuss and evaluate individual and peer performances. Analyze and defend artistic decisions. Execute accurate notes, rhythms, and articulations. Perform with proper tone quality, posture, and hand position. Perform with appropriate dynamics, phrasing, tempo, balance, and blend. Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations. Acquire and apply knowledge of proper rehearsal techniques. <p>When Responding...</p> <ul style="list-style-type: none"> Think critically about how new technique interacts with repertoire. Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning. Follow a conductor's gestures in regards to phrasing and articulation. Identify how expressive markings convey the intent of the composer. Watch performance videos and assess technical skill and expressive interpretation. Describe personal experience and goals through participating in performances. <p>When Connecting...</p> <ul style="list-style-type: none"> Reflect, through group discussion, on the musical elements that attracted them to a particular composition. Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in band players. Students will understand the process of how to approach a new piece of music. Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill. 	
Social Emotional Learning Competencies (https://selarts.org/)	
<p>SELF</p> <ul style="list-style-type: none"> SELF-AWARENESS <ul style="list-style-type: none"> 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions. 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop). 	

Instrumental Music Scope and Sequence

● **SELF-MANAGEMENT**

- 05.MS.Demonstrate the capacity to maintain concentration on a task.
- 06.MS.Identify and set a short-term goal and make a plan for achieving it.
- 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

● **SOCIAL-AWARENESS**

- 09.MS.Demonstrate an understanding of cultural differences.
- 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
- 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.

● **RELATIONSHIP SKILLS**

- 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

● **RESPONSIBLE DECISION-MAKING**

- 16.MS. Utilize self-advocacy strategies.
- 17.MS.Identify and apply the steps of systematic decision-making.
- 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> Teacher observation Student participation direction following preparation for class instrument care schedule following <div>Summative Assessments:</div> <ul style="list-style-type: none"> Major musical performances/presentation Self assessment Video assessment Peer to peer assessment Teacher created tests/rubric Extended written responses Repertoire analysis Style analysis <div>Benchmark Assessments:</div> <ul style="list-style-type: none"> Essentials of Music Theory Units 4 and 5 Completed project <div>Alternative Assessments:</div>	<div>Special Education</div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <p>Differentiation:</p> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings <div>English Language Learners</div>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockball.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Intervention Resources: <ul style="list-style-type: none"> • Assorted digital applications for iPad • <i>Flashcards</i> • <i>Lettered sheet music</i> • <i>Enlarged sheet music</i> • <i>Iconic notation</i> • <i>Boomwhackers'</i> • <i>Brainpop Junior</i> • <i>Child Study Team/Guidance Counselor communications</i> </div>
<h3 style="text-align: center;">Interdisciplinary Connections</h3>	<h3 style="text-align: center;">Integration of Technology through NJSLS</h3>
<ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ◦ Garageband ◦ Noteflight ◦ Smartmusic ◦ WeVideo ◦ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
<h3 style="text-align: center;">Integration of 21st Century Themes</h3>	<h3 style="text-align: center;">Media Literacy Integration</h3>
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Intermediate Orchestra	Grade: 4-8
<p>Unit Overview:</p> <p>Emphasis for Intermediate Orchestra will be placed on students becoming aware of good ensemble properties, such as balance blend and specific stylistic skills. Above all, students will be made aware of their responsibilities towards the performing group as a whole and of the concept of “esprit de corps.” The above concepts will be incorporated into the curriculum along with the addition of more complex time signatures and rhythmic values. Students in Instrumental Music study will utilize the following thinking skills: comprehend, demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on demonstrating, recall, name, memorize, apply, and identify. There will be a greater focus on “linguistics” as they apply to musical terminology. The following “workplace readiness” concepts will be in evidence: organize, synthesize and evaluate information, work cooperatively, use time efficiently and apply study skills. The inception of evaluating own accomplishments and (provide constructive criticism) will begin to give students an awareness of listening skills.</p>	
New Jersey Student Learning Standards	
<p>Creating</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Cr2a: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3.C.12int.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.</p> <p>1.3.C.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.</p> <p>Performing</p> <p>1.3.C.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.</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>1.3.C.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.</p> <p>1.3.C.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.</p> <p>1.3.C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.</p> <p>Responding</p> <p>1.3.C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.</p> <p>1.3.C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p> <p>1.3.C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).</p> <p>1.3.C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music.</p> <p>Connecting</p>	

Instrumental Music Scope and Sequence

1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
1.3C.12int.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

1. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

2. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

3. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.. 11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Create and imitate more complex rhythmic bowing patterns and execute the bowings on various major scales. • Create and imitate simple melodic ideas based on new notes learned in class (ear training). • Create and imitate more complex rhythmic bowing patterns and execute the bowings on various 1- and 2-octave major scales. • Learn/review how to write music in standard notation (eg. - how to draw clef, key signature, notes, etc.) in a legible manner. 	

Instrumental Music Scope and Sequence

- Compose notes and rhythms of a short melody (in D major, using half, quarter, eighth, and rests).
- Edit and/or refine composition to reflect new rhythms, notes, or finger patterns learned in class.
- Add expressive markings to existing composition as developmentally appropriate.
- Improvise short rhythmic and melodic passages, as guided by the teacher.

When Performing...

- Select repertoire that reflects the developing technique of intermediate orchestra players RE: bow technique, finger patterns, expressive qualities, etc.
- Understand the process of how to approach a new piece of music.
- Play two-octave major scales with appropriate arpeggios.
- Recognize and play low 2 (upper strings); 2nd finger (lower strings) (i.e., F-natural, C-natural).
- Name and play notes found with above finger patterns on all four strings.
- Read and play music in 2/4 time signature.
- Identify and play notes and rests of dotted quarter and ties.
- Identify and perform repertoire using tempo, dynamic, and articulation markings, with appropriate phrasing.
- Use musical language to assess own and peer performances.
- Experiment with different stylistic approaches to repertoire based on peer feedback, and come to consensus with teacher guidance about how to perform with the chosen style.
- Continue to play with correct relationship between point of contact, bow speed, and bow weight.
- Play marcato strokes, double stops with open lower strings, RH pizzicato while holding bow in fist, LH pizzicato, hooked bows, ties, and slurs.
- Acquire and apply knowledge of proper orchestral protocol.
- Continue to play with the correct relationship between point of contact, bow speed, and bow weight.
- Stand and sit with proper posture.
- Hold the instrument and bow correctly.
- Apply all above skills to their concert repertoire.

When Responding...

- Think critically about how new technique interacts with repertoire.
- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in orchestra players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**

Instrumental Music Scope and Sequence

- 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
- 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
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OTHERS

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- **RELATIONSHIP SKILLS**
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DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div> Formative Assessments: <ul style="list-style-type: none"> Teacher observation Student participation direction following preparation for class instrument care schedule following </div> <div> Summative Assessments: <ul style="list-style-type: none"> Major musical performances/presentation Self assessment Video assessment Peer to peer assessment Teacher created tests/rubric Extended written responses Repertoire analysis Style analysis </div> <div> Benchmark Assessments: <ul style="list-style-type: none"> Essentials of Music Theory Units 4 and 5 </div>	<div> Special Education <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings </div> <div> Differentiation: <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting </div> <div> High-Prep Differentiation: <ul style="list-style-type: none"> Alternative formative and summative assessments Guided Reading Personal agendas Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Varying organizers for instructions </div> <div> Low-Prep Differentiation: <ul style="list-style-type: none"> Clipping activities Exploration by interest Flexible groupings </div>

Instrumental Music Scope and Sequence

<div> <ul style="list-style-type: none"> Completed project </div> <div> Alternative Assessments: </div> <div> <ul style="list-style-type: none"> Homework - extended drawing at home Presentations Verbal Critiques </div>	<div> English Language Learners </div> <div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Unit 1: Curriculum for ELL Subgroup Accommodations and Modifications Multi-language glossary Pupil edition in Spanish Vocabulary flash cards </div> <div> Students at Risk for Failure </div> <div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications </div> <div> Gifted and Talented </div> <div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications </div> <div> Students with 504 Plans </div> <div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications </div>
<div> Core Instructional and Supplemental Materials Professional Resources: </div>	<div> Core Instructional, Supplemental, Instructional, and Intervention Resources </div>
<div> Core Professional Resources: </div> <div> <ul style="list-style-type: none"> Music In Education Curriculum Published by Yamaha Corp. of America, 2001 https://nafme.org/community/elearning/ https://nafme.org/my-classroom/teaching-music-magazine/ https://nafme.org/my-classroom/nafme-amplify-online-member-community/ Experiencing Choral Music, Glencoe McGrawHill Publications Essential Elements for Choir, Glencoe McGrawHill Publications Tempo Magazine, The Official Magazine of the NJMEA Teaching Music Magazine, Nafme Publications Enhancing Professional Practice, A Framework For Teaching, ASCD Publications Enhancing Professional Practice by Danielson, ASCD Publications </div> <div> Supplemental Professional Resources: </div> <div> <ul style="list-style-type: none"> SMART MUSIC The Composer's Specials Teachers Guide </div>	<div> Core Instructional Resources: </div> <div> <ul style="list-style-type: none"> <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. www.musictheory.net www.musictheory.net www.brainpop.com www.newsela.com www.khanacademy.org www.Teachrock.org www.Rockhall.com www.makingmusicfun.net Assorted youtube performances,tutorials Google Classroom Assorted classroom texts both fiction and non-fiction In Tune Monthly Magazine Music Alive Magazine Composer Video Series www.Flocabulary.com </div>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations , Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<div> <div> <h3>Supplemental Resources:</h3> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org </div> <div> <h3>Intervention Resources:</h3> <ul style="list-style-type: none"> • Assorted digital applications for iPad • <i>Flashcards</i> • <i>Lettered sheet music</i> • <i>Enlarged sheet music</i> • <i>Iconic notation</i> • <i>Boomwhackers'</i> • <i>Brainpop Junior</i> • <i>Child Study Team/Guidance Counselor communications</i> </div> </div>
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ◦ Garageband ◦ Noteflight ◦ Smartmusic ◦ WeVideo ◦ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Proficient Band	Grade: 4-8
Unit Overview: Students at this level will concentrate on the refinement of tone center, intonation and blending skills (ensemble). The primary evaluation tool will be that of a mature performance. Priority will be placed on the incorporation of each instrument's full range and the student's ability to control the instrument throughout this range. The difficulty of performance music will be chosen to challenge the band/orchestra to its fullest. A wide variety of styles will be included in performance in order to exercise the students' wide array of skills. Lesson time will be spent in ensemble playing, and some method book work supplemented by various materials chosen by the instructor in order to achieve the goals of this level. Students will continue to incorporate all thinking skills as described in the previous levels, with the addition of the use of technology. They will begin to utilize tools such as a metronome and electronic tuner to facilitate rhythm/intonation.	
New Jersey Student Learning Standards	
Creating 1.3.C.12prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. 1.3.C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. 1.3.C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3.C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	
Performing 1.3.C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. 1.3.C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. 1.3.C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 1.3.C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. 1.3.C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 1.3.C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
Responding 1.3.C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. 1.3.C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music. 1.3.C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. 1.3.C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	
Connecting	

Instrumental Music Scope and Sequence

1.3C.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a
1.3C.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

7. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

8. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

9. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding..</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Improvise 2 to 4 measure melodic and/or rhythmic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. • Compose 2 to 4 measure melodic and/or rhythmic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. 	

Instrumental Music Scope and Sequence

- Demonstrate proper notation symbols (i.e. clefs, time signatures, key signatures, note heads and stems) using pencil and manuscript paper.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as chromebooks, tablets, and/or smartphones.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Consider adding or refining expressive markings to existing composition, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Share digital recordings with class and/or instructor.

When Performing...

- Read as an ensemble a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing a given line, etc.) and analyze how each of the different parts affect and complement the overall composition.
- Perform utilizing artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style.
- Record a portion of a rehearsal and listen to and reflect on the group performance offering suggestions for improvement.
- Make an exercise out of a difficult technical excerpt.
- Discuss and evaluate individual and peer performances, utilizing appropriate musical terminology.
- Correctly execute notes, rhythms, and articulations, as developmentally appropriate.
- Perform with proper tone quality, posture, and hand positions.
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend.
- Acquire and apply knowledge of proper rehearsal techniques.
- Discuss history on composer, time period, etc. pertaining to the selection and applying knowledge to individual and group performances.
- Understand and appreciate the mechanics of their instrument.
- Develop and make use of a musical vocabulary.
- Develop an awareness of how to work cooperatively in creative learning endeavors.
- Utilize music technology as a tool for learning.
- Identify and perform compositions that contain various combinations of whole, half, quarter, and eighth notes/rests.
- Review and define what a dot does to the value of a note.
- Demonstrate, practice, and perform selections with various and/or changing meters (2/4, 3/4, 4/4) within tune.
- Review the counting of a selection in 2/2 time.
- Demonstrate, practice, and perform selections/exercises/scales using the concert major scales.
- Percussionists should demonstrate, practice, and perform selections/exercises using the single stroke roll, multiple bounce roll, single paradiddle, flam, and flam tap.
- Describe and demonstrate the appropriate concert etiquette for a performer and audience member during a concert.

When Responding...

- Think critically about how new technique interacts with repertoire.
- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
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Instrumental Music Scope and Sequence

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Instrumental Music Scope and Sequence

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<p>Core Instructional and Supplemental Materials</p> <p>Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<ul style="list-style-type: none"> • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockball.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Assorted digital applications for iPad • Flashcards • Lettered sheet music • Enlarged sheet music • Iconic notation • Boomwhackers' • Brainpop Junior • Child Study Team/Guidance Counselor communications
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Instrumental Music Scope and Sequence

	<ul style="list-style-type: none"> • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books, periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Proficient Orchestra	Grade: 4-8
Unit Overview: Students at this level will concentrate on the refinement of tone center, intonation and blending skills (ensemble). The primary evaluation tool will be that of a mature performance. Priority will be placed on the incorporation of each instrument's full range and the student's ability to control the instrument throughout this range. The difficulty of performance music will be chosen to challenge the band/orchestra to its fullest. A wide variety of styles will be included in performance in order to exercise the students' wide array of skills. Lesson time will be spent in ensemble playing, and some method book work supplemented by various materials chosen by the instructor in order to achieve the goals of this level. Students will continue to incorporate all thinking skills as described in previous levels, with the addition of the use of technology. They will begin to utilize tools such as a metronome and electronic tuner to facilitate rhythm/intonation.	
New Jersey Student Learning Standards	
Creating 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. 1.3.C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. 1.3.C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3.C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.	
Performing 1.3.C.12prof.Pr4a: Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. 1.3.C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. 1.3.C.12prof.Pr4c: Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 1.3.C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. 1.3.C.12prof.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 1.3.C.12prof.Pr6b: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	
Responding 1.3.C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. 1.3.C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music. 1.3.C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research. 1.3.C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.	
Connecting	

Instrumental Music Scope and Sequence

1.3C.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a
1.3C.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5b, 1.3A.12prof.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

4. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

5. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

6. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.. 11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Create and imitate rhythmic bowing patterns (i.e. long and small bows, hooked bowings, etc.) and execute these bowing patterns on a scale. • Create and imitate simple melodic ideas based on new notes learned in class (i.e. "high" and "low" fingers). • Compose and improvise measures of notes or rhythms based on concepts learned in class (i.e. dotted 8th note rhythms, 16th note rhythms, compound meter rhythms). 	

Instrumental Music Scope and Sequence

- Compose 2-4 measure exercises that combine rhythms, notes, or finger patterns learned in class, utilizing ideas from warm-up patterns, scales, technical exercises, or concert music.
- Demonstrate proper music notation (i.e. clefs, time signatures, key signatures, note heads and stems) using a pencil and manuscript paper.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Consider adding/refining expressive markings to existing composition, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as Chromebooks, tablets, and smartphones.
- Share recordings with class and/or instructor.

When Performing...

- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing of a given line) and analyze how each of the different parts affect and complement the overall composition.
- Identify and perform music utilizing artistic elements such as dynamics, articulations, tempo, musical form, style, and phrasing.
- Create an exercise (i.e. warm-up) out of a difficult technical excerpt.
- Record a portion of a rehearsal and listen to and reflect on the group performance, offering suggestions for improvement.
- Discuss and evaluate individual and peer performances, using appropriate musical terminology.
- Experiment with different stylistic approaches to repertoire based on peer feedback and come to consensus with teacher guidance about how to perform with the chosen style.
- Perform with proper standing and sitting posture.
- Demonstrate the proper instrument and bow hold.
- Follow a conductor.
- Display proper orchestral protocol.
- Continue to play with a good tone quality by demonstrating, on all strings, the correct relationship between bow speed, weight, and placement.
- Perform expressively by observing dynamic markings, articulations, tempo markings, style, and phrasing.
- Play one octave major scales.
- Play two-octave major scales with I - IV⁶ / 4 - V⁴ / 3 - I arpeggios.
- Name and play notes on all strings in the above finger patterns.
- Read and play music in compound meters.
- Introducing vibrato.
- Read, as an ensemble, a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Tune, when given the pitch of each open string (violins, violas, cellos).

When Responding...

- Follow a conductor's gestures with regard to phrasing, articulation, and interpretation.
- Identify and discuss how expressive markings convey the intent of the composer to create meaningful performances.
- Listen critically to and reflect on performance and rehearsal recordings.
- Describe personal experiences and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.

Instrumental Music Scope and Sequence

- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in orchestra players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> Teacher observation Student participation direction following preparation for class instrument care schedule following <div>Summative Assessments:</div> <ul style="list-style-type: none"> Major musical performances/presentation 	<div>Special Education</div> <ul style="list-style-type: none"> Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) Subgroup Accommodations and Modifications Curricular Modifications and Guidance for Students Educated in Special Class Settings <div>Differentiation:</div> <ul style="list-style-type: none"> Preview content and concepts Behavior management plan Highlight text Small group setting <div>High-Prep Differentiation:</div>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Self assessment • Video assessment • Peer to peer assessment • Teacher created tests/rubric • Extended written responses • Repertoire analysis • Style analysis <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Essentials of Music Theory Units 4 and 5 • Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clubbing activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations , Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<ul style="list-style-type: none"> • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockball.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Assorted digital applications for iPad • Flashcards • Lettered sheet music • Enlarged sheet music • Iconic notation • Boomwhackers' • Brainpop Junior • Child Study Team/Guidance Counselor communications
<p style="text-align: center;">Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. • World Language: Songs are composed in various languages of which students will experience and listen to. 	<p style="text-align: center;">Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ◦ Garageband ◦ Noteflight ◦ Smartmusic ◦ WeVideo ◦ iMovie • Electric and USB keyboards

Instrumental Music Scope and Sequence

	<ul style="list-style-type: none"> • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books, periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Accomplished Band	Grade: 4-8
Unit Overview: Students at this level will show mastery for all skills covered in previous levels. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation. Performance music will be more varied and will incorporate more complex key and meter shifting. Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. Students will continue to use the above-described “workplace readiness” concepts and will especially concentrate on evaluating their own accomplishments and providing constructive criticism.	
New Jersey Student Learning Standards	
<p>Creating</p> <p>1.3.C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.</p> <p>1.3.C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>1.3.C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.</p> <p>1.3.C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.</p> <p>Performing</p> <p>1.3.C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance</p> <p>1.3.C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.</p> <p>1.3.C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skills to connect with the audience.</p> <p>1.3.C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.</p> <p>1.3.C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>1.3.C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p>Responding</p> <p>1.3.C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>1.3.C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.</p> <p>1.3.C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.</p> <p>1.3.C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p> <p>Connecting</p>	

Instrumental Music Scope and Sequence

1.3C.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

1.3C.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

10. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

11. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

12. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding..</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Improvise 4 to 8 measure melodic and/or rhythmic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. • Compose 4 to 8 measure melodic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. 	

Instrumental Music Scope and Sequence

- Demonstrate proper notation symbols (i.e. clefs, time signatures, key signatures, note heads and stems) using pencil and manuscript paper and/or digitally.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as chromebooks, tablets, and/or smartphones.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Add or refine expressive markings to existing composition, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Share digital recordings with class and/or instructor.

When Performing...

- Sight-read as an ensemble a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing a given line, etc.) and analyze how each of the different parts affect and complement the overall composition.
- Perform utilizing artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style.
- Record a portion of a rehearsal and listen to and reflect on the group performance offering suggestions for improvement.
- Make an exercise out of a difficult technical excerpt.
- Discuss and evaluate individual and peer performances, utilizing appropriate musical terminology.
- Correctly execute notes, rhythms, and articulations, as developmentally appropriate.
- Perform with proper tone quality, posture, and hand position.
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend.
- Acquire and apply knowledge of proper rehearsal techniques.
- Discuss history on composer, time period, etc. pertaining to the selection and apply knowledge to individual and group performances.
- Understand and appreciate the mechanics of their instrument.
- Develop and make use of a musical vocabulary.
- Develop an awareness of how to work cooperatively in creative learning endeavors.
- Utilize music technology as a tool for learning.
- Identify and perform compositions that contain various combinations of eighth, dotted eighth, and 16th notes/rests.
- Discuss and perform a selection containing 8th notes in a 6/8 time signature.
- Demonstrate eighth note triplets.
- Demonstrate, practice, and perform selections with various and/or changing meters.
- Demonstrate, practice, and perform selections/exercises/scales using major key signatures up to 2 sharps & 3 flats.
- Demonstrate, practice, and perform a one octave chromatic scale.
- Percussionists should demonstrate, practice, and perform selections/exercises using the single stroke roll, multiple bounce roll, 5 stroke roll, 9 stroke roll, 17 stroke roll, single paradiddle, flam, flam tap, and drag.
- Describe and demonstrate the appropriate concert etiquette for a performer and audience member during a concert.

When Responding...

- Think critically about how new technique interacts with repertoire.
- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

Instrumental Music Scope and Sequence

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in band players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> • Teacher observation • Student participation • direction following • preparation for class • instrument care • schedule following <div>Summative Assessments:</div>	<div>Special Education</div> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings <div>Differentiation:</div> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Major musical performances/presentation • Self assessment • Video assessment • Peer to peer assessment • Teacher created tests/rubric • Extended written responses • Repertoire analysis • Style analysis <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Essentials of Music Theory Units 4 and 5 • Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clipping activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more.

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<ul style="list-style-type: none"> • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockhall.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Assorted digital applications for iPad • Flashcards • Lettered sheet music • Enlarged sheet music • Iconic notation • Boomwhackers' • Brainpop Junior • Child Study Team/Guidance Counselor communications
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. 	<p>Integration of Technology through NJSLs</p> <ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ○ Garageband ○ Noteflight ○ Smartmusic

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> ◦ WeVideo ◦ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Accomplished Orchestra	Grade: 4-8
<p>Unit Overview: Students at this level will show mastery for all skills covered in previous levels. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation (trills, grace notes, and vibrato). Performance music will be more varied and will incorporate more complex key and meter shifting. Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. Students will continue to use the above-described “workplace readiness” concepts and will especially concentrate on evaluating their own accomplishments and providing constructive criticism.</p>	
<p>New Jersey Student Learning Standards</p>	
<p>Creating</p> <p>1.3C.1acc.Cr1a: Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.</p> <p>1.3C.12acc.Cr2a: Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <p>1.3C.12acc.Cr3a: Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.</p> <p>1.3C.12acc.Cr3b: Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes.</p> <p>Performing</p> <p>1.3C.12acc.Pr4a: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance</p> <p>1.3C.12acc.Pr4b: Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.</p> <p>1.3C.12acc.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skills to connect with the audience.</p> <p>1.3C.12acc.Pr5a: Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.</p> <p>1.3C.12acc.Pr6a: Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>1.3C.12acc.Pr6b: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p>Responding</p> <p>1.3C.12acc.Re7a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>1.3C.12acc.Re7b: Explain how the analysis of structures and contexts inform the response to music.</p> <p>1.3C.12acc.Re8a: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.</p> <p>1.3C.12acc.Re9a: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p> <p>Connecting</p>	

Instrumental Music Scope and Sequence

1.3C.12acc.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

1.3C.12acc.Cn11a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5b, 1.3A.12acc.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

7. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

8. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

9. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.. 11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> ● create, imitate, and improvise melodic phrases. ● develop and refine the techniques needed in a performing ensemble ● have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style ● develop a sense of cooperation and sharing through ensemble performance ● learn the rehearsal techniques necessary for instrumental performance ● understand a variety of contrasting styles and forms of music ● further expand the knowledge of musical reading and notation ● gain self motivation and self discipline through working in an ensemble situation ● improve instrumental technique ● play with proper tone, intonation and balance ● play both solo and as a member of the ensemble ● sight read ● respect the values of others ● maintain a positive self image and concern and respect for others ● appreciate cultural similarities and differences ● describe personal goals when performing. ● reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> ● Create and imitate rhythmic bowing patterns (i.e. hooked bowings) and execute these bowings on a scale. ● Create and imitate simple melodic ideas based on new notes learned in class (i.e. "high" and "low" fingers, upper position fingerings). ● Compose and improvise measures of notes OR rhythms based on concepts learned in class (i.e. cut time). ● Compose 4-8 measure exercises that combine rhythms, notes, or finger patterns learned in class, utilizing ideas from warm-up patterns, scales, technical exercises, or concert music. 	

Instrumental Music Scope and Sequence

- Demonstrate proper notation (i.e. clefs, time signatures, key signatures, note heads and stems) using pencil and manuscript paper and/or digitally.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as chromebooks, tablets, and smartphones.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Add/Refine expressive markings to existing compositions, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Share digital recordings with class and/or instructor.

When Performing...

- Sight-read, as an ensemble, a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing of a given line) and analyze how each of the different parts affect and complement the overall composition.
- Identify and perform music utilizing artistic elements such as dynamics, articulations, tempo, musical form, style, and phrasing.
- Create an exercise (i.e. warm-up worksheet) out of a difficult technical excerpt.
- Record a portion of a rehearsal and listen to and reflect on the group performance, offering suggestions for improvement.
- Discuss and evaluate individual and peer performances using appropriate musical terminology.
- Experiment with different stylistic approaches to repertoire based on peer feedback and come to consensus with teacher guidance about how to perform with the chosen style.
- Perform with proper standing and sitting posture.
- Demonstrate the proper instrument and bow hold.
- Follow a conductor.
- Display proper orchestral protocol.
- Continue to refine tone quality by demonstrating, on all strings, the correct relationship between bow speed, weight, and placement.
- Continue to play and refine all first position 1 and 2-octave scales in key signatures up to two sharps/flats.
- Shift to, play, and read in 3rd position (violins and violas).
- Shift to, play, and read in 2nd, 3rd, and 4th positions (cellos).
- Play 2-octave shifting scales.
- Begin playing double stops with two fingered notes.
- Play tremolo, trills, and grace notes.
- Incorporating vibrato.
- Tune using perfect fifths (violins, violas, and cellos).
- Play in 2/2 and 3/2 time signatures.
- Sight-read music in 2/4, 3/4, 4/4 time signatures.
- Perform expressively by observing dynamic markings, articulations, tempo markings, style, and phrasing.

When Responding...

- Follow a conductor's gestures with regard to phrasing, articulation, and interpretation.
- Identify and discuss how expressive markings convey the intent of the composer to create meaningful performances.
- Listen critically to and reflect on performance and rehearsal recordings.
- Describe personal experiences and goals through participating in performances.

Instrumental Music Scope and Sequence

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in orchestra players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> ● Teacher observation ● Student participation ● direction following ● preparation for class ● instrument care ● schedule following <div>Summative Assessments:</div>	<div>Special Education</div> <ul style="list-style-type: none"> ● Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) ● Subgroup Accommodations and Modifications ● Curricular Modifications and Guidance for Students Educated in Special Class Settings <div>Differentiation:</div> <ul style="list-style-type: none"> ● Preview content and concepts ● Behavior management plan

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Major musical performances/presentation • Self assessment • Video assessment • Peer to peer assessment • Teacher created tests/rubric • Extended written responses • Repertoire analysis • Style analysis <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Essentials of Music Theory Units 4 and 5 • Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <i>Highlight text</i> • <i>Small group setting</i> <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Alternative formative and summative assessments</i> • <i>Guided Reading</i> • <i>Personal agendas</i> • <i>Project-based learning</i> • <i>Problem-based learning</i> • <i>Stations/centers</i> • <i>Tiered activities/assignments</i> • <i>Varying organizers for instructions</i> <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • <i>Clipping activities</i> • <i>Exploration by interest</i> • <i>Flexible groupings</i> <p>English Language Learners</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Unit 1: Curriculum for ELL • Subgroup Accommodations and Modifications • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Gifted and Talented</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>
<p>Core Professional Resources:</p> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ 	<p>Core Instructional Resources:</p> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more.

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications <p>Supplemental Professional Resources:</p> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations, Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications 	<ul style="list-style-type: none"> • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockhall.com • www.makingmusicfun.net • Assorted youtube performances,tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • In Tune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org <p>Intervention Resources:</p> <ul style="list-style-type: none"> • Assorted digital applications for iPad • Flashcards • Lettered sheet music • Enlarged sheet music • Iconic notation • Boomwhackers' • Brainpop Junior • Child Study Team/Guidance Counselor communications
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. 	<p>Integration of Technology through NJSLS</p> <ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ○ Garageband ○ Noteflight ○ Smartmusic

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> ◦ WeVideo ◦ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)

Instrumental Music Scope and Sequence

Advanced Band	Grade: 4-8
Unit Overview: Students at this level will show mastery for all skills covered in previous levels. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation. Performance music will be more varied and will incorporate more complex key and meter shifting. Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. They will focus on two new aspects, invent and create, to enhance their education through improvisation. Students will continue to use the above-described “workplace readiness” concepts and will especially concentrate on evaluating their own accomplishments and providing constructive criticism.	
New Jersey Student Learning Standards	
<p>Creating</p> <p>1.3Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p>1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p> <p>1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.</p> <p>Performing</p> <p>1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.</p> <p>1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skills to connect with the audience.</p> <p>1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p>1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.</p> <p>Responding</p> <p>1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.</p> <p>1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.</p> <p>1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p> <p>Connecting</p>	

Instrumental Music Scope and Sequence

1.3C.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a

1.3C.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

13. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

14. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

15. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding..</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Improvise 4 to 8 measure melodic and/or rhythmic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. • Compose 4 to 8 measure melodic exercises, utilizing ideas from such things as warm up patterns, scales, technique exercises, band music, etc. 	

Instrumental Music Scope and Sequence

- Demonstrate proper notation symbols (i.e. clefs, time signatures, key signatures, note heads and stems) using pencil and manuscript paper and/or digitally.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as Chromebooks, tablets, and/or smartphones.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Add or refine expressive markings to existing composition, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Share digital recordings with class and/or instructor.

When Performing...

- Sight-read as an ensemble a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing a given line, etc.) and analyze how each of the different parts affect and complement the overall composition.
- Perform utilizing artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style.
- Record a portion of a rehearsal and listen to and reflect on the group performance offering suggestions for improvement.
- Make an exercise out of a difficult technical excerpt.
- Discuss and evaluate individual and peer performances, utilizing appropriate musical terminology.
- Correctly execute notes, rhythms, and articulations, as developmentally appropriate.
- Perform with proper tone quality, posture, and hand position.
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend.
- Acquire and apply knowledge of proper rehearsal techniques.
- Discuss history on composer, time period, etc. pertaining to the selection and apply knowledge to individual and group performances.
- Understand and appreciate the mechanics of their instrument.
- Develop and make use of a musical vocabulary.
- Develop an awareness of how to work cooperatively in creative learning endeavors.
- Utilize music technology as a tool for learning.
- Identify and perform compositions that contain various combinations of eighth, dotted eighth, triplets, and 16th notes/rests.
- Demonstrate, practice, and perform selections with various and/or changing simple or compound meters.
- Demonstrate, practice, and perform selections/exercises/scales using major key signatures up to 4 sharps & 4 flats and their relative natural minors.
- Demonstrate, practice, and perform a 1-2 octave chromatic scale.
- Percussionists should demonstrate, practice, and perform selections/exercises using the single stroke roll, multiple bounce roll, 5 stroke roll, 7 stroke roll, 9 stroke roll, 17 stroke roll, single paradiddle, double paradiddle, flam, flam tap, flam accent, and drag.
- Describe and demonstrate the appropriate concert etiquette for a performer and audience member during a concert.

When Responding...

- Think critically about how new technique interacts with repertoire.
- Identify basic structural components (i.e. form, repetition, etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to phrasing and articulation.
- Identify how expressive markings convey the intent of the composer.
- Watch performance videos and assess technical skill and expressive interpretation.

Instrumental Music Scope and Sequence

- Describe personal experience and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in band players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div> Formative Assessments: <ul style="list-style-type: none"> • Teacher observation • Student participation • direction following • preparation for class • instrument care • schedule following </div>	<div> Special Education <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners) • Subgroup Accommodations and Modifications • Curricular Modifications and Guidance for Students Educated in Special Class Settings Differentiation: </div>

Instrumental Music Scope and Sequence

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Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications 	<ul style="list-style-type: none"> • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockhall.com • www.makingmusicfun.net • Assorted youtube performances, tutorials • Google Classroom • Assorted classroom texts both fiction and non-fiction • InTune Monthly Magazine • Music Alive Magazine • Composer Video Series • www.Flocabulary.com
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Instrumental Music Scope and Sequence

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Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> ● Creativity and Innovation ● Critical Thinking and Problem Solving Communication and Collaboration Information Literacy ● Media Literacy ● Life and Career Skills ● Time Management and Goal Setting ● Prioritizing ● Cooperative Skills ● Global and Environmental Awareness ● Problem Solving Skills ● Personal Literacy ● Initiative and Self Direction ● How to work alone and with others ● Be Self-directed Learner 	<ul style="list-style-type: none"> ● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items ● Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic ● Use print materials to practice reading and comprehension skills ● Ask students to look for specific things when they view videos or read print material, and then ask questions about those items ● Use print materials to practice reading and comprehension skills ● Research musical topics such as artists, genres, trends, music history, etc... ● Newsela articles, both fiction and non-fiction ● Classroom reference books and periodicals ● Observation and critique of musical performance ● Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> ● Guest speakers ● Field trips ● Skype a composer, musician ● Selected online interviews ● Role playing ● Selected Newsela articles about music careers ● Selected classroom books, periodicals regarding music careers ● https://www.careersinmusic.com/ ● https://www.bls.gov ● 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> ● National Hispanic-Latino Heritage Month ● National Disability Employment Awareness Month ● National American Indian Heritage Month ● Black History Month ● National Women's History Month, ● National Irish-American Heritage Month ● National Italian American Heritage Month ● Asian Pacific American Heritage ● Older Americans' Month ● Jewish American Heritage Month ● Week of Respect ● Red Ribbon Week ● International Dot Day (September 16)

Instrumental Music Scope and Sequence

Advanced Orchestra	Grade: 4-8
<p>Unit Overview: Students at this level will show mastery for all skills covered in previous levels. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation. Performance music will be more varied and will incorporate more complex key and meter shifting. Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. They will focus on two new aspects, invent and create, to enhance their education through improvisation. Students will continue to use the above-described “workplace readiness” concepts and will especially concentrate on evaluating their own accomplishments and providing constructive criticism.</p>	
<p>New Jersey Student Learning Standards</p>	
<p>Creating</p> <p>1.3Cadv.Cr1a: Compose and improvise musical ideas for a variety of purposes and contexts.</p> <p>1.3C.12adv.Cr2a: Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p>1.3C.12adv.Cr3a: Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p> <p>1.3C.12adv.Cr3b: Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.</p> <p>Performing</p> <p>1.3C.12adv.Pr4a: Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>1.3C.12adv.Pr4b: Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.</p> <p>1.3C.12adv.Pr4c: Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers’ technical skills to connect with the audience.</p> <p>1.3C.12adv.Pr5a: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p>1.3C.12adv.Pr6a: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>1.3C.12adv.Pr6b: Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.</p> <p>Responding</p> <p>1.3C.12adv.Re7a: Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.</p> <p>1.3C.12adv.Re7b: Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.</p> <p>1.3C.12adv.Re8a: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>1.3C.12adv.Re9a: Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p> <p>Connecting</p>	

Instrumental Music Scope and Sequence

1.3C.12adv.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a
1.3C.12adv.Cn11a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12.Pr5b, 1.3A.12adv.Re7a

Enduring Understandings

Anchor Standard 1: Generating and conceptualizing ideas.

10. The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

Anchor Standard 2: Organizing and developing ideas.

11. Musicians' creative choices are influenced by their expertise, context and expressive intent.

Anchor Standard 3: Refining and completing products.

12. Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

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

Anchor Standard 5:

Developing and refining techniques and models or steps needed to create products.

5. 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.

Anchor Standard 6: Conveying meaning through art.

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

Anchor Standard 7: Perceiving and analyzing products.

7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural,

Essential Questions

1.How do musicians generate creative ideas?

2.How do musicians make creative decisions?

3.How do musicians improve the quality of their creative work?

4. How do performers select repertoire?

5. How do musicians improve the quality of their performance?

6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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

Instrumental Music Scope and Sequence

<p>historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Anchor Standard 8: Interpreting intent and meaning. 8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Anchor Standard 9: Applying criteria to evaluate products. 9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. 10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.. 11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>
Bend/Goals	Teaching Points
<p>Full Year Lessons</p>	<ul style="list-style-type: none"> • create, imitate, and improvise melodic phrases. • develop and refine the techniques needed in a performing ensemble • have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style • develop a sense of cooperation and sharing through ensemble performance • learn the rehearsal techniques necessary for instrumental performance • understand a variety of contrasting styles and forms of music • further expand the knowledge of musical reading and notation • gain self motivation and self discipline through working in an ensemble situation • improve instrumental technique • play with proper tone, intonation and balance • play both solo and as a member of the ensemble • sight read • respect the values of others • maintain a positive self image and concern and respect for others • appreciate cultural similarities and differences • describe personal goals when performing. • reflect on performances.
Skills (Students will be able to...)	
<p>When Creating...</p> <ul style="list-style-type: none"> • Create and imitate rhythmic bowing patterns (i.e. hooked bowings) and execute these bowings on a scale. • Create and imitate simple melodic ideas based on new notes learned in class (i.e. "high" and "low" fingers, upper position fingerings). • Compose and improvise measures of notes OR rhythms based on concepts learned in class (i.e. cut time). • Compose 4-8 measure exercises that combine rhythms, notes, or finger patterns learned in class, utilizing ideas from warm-up patterns, scales, technical exercises, or concert music. 	

Instrumental Music Scope and Sequence

- Demonstrate proper notation (i.e. clefs, time signatures, key signatures, note heads and stems) using pencil and manuscript paper and/or digitally.
- Demonstrate basic knowledge of various digital recording methods utilizing such devices as Chromebooks, tablets, and smartphones.
- Discuss and analyze with peers the next steps to refine and expand compositions.
- Add/Refine expressive markings to existing compositions, as developmentally appropriate.
- Perform compositions in lessons for and/or with peers.
- Share digital recordings with class and/or instructor.

When Performing...

- Sight-read, as an ensemble, a variety of repertoire and collectively discuss and select the most appropriate piece(s) based upon individual and ensemble skill level and musical maturity.
- Perform music in a variety of ways (i.e. one section at a time, layered groupings, unison playing of a given line) and analyze how each of the different parts affect and complement the overall composition.
- Identify and perform music utilizing artistic elements such as dynamics, articulations, tempo, musical form, style, and phrasing.
- Create an exercise (i.e. warm-up worksheet) out of a difficult technical excerpt.
- Record a portion of a rehearsal and listen to and reflect on the group performance, offering suggestions for improvement.
- Discuss and evaluate individual and peer performances using appropriate musical terminology.
- Experiment with different stylistic approaches to repertoire based on peer feedback and come to a consensus with teacher guidance about how to perform with the chosen style.
- Perform with proper standing and sitting posture.
- Demonstrate the proper instrument and bow hold.
- Follow a conductor.
- Display proper orchestral protocol.
- Continue to refine tone quality by demonstrating, on all strings, the correct relationship between bow speed, weight, and placement.
- Continue to learn, play, and refine 2-octave major scales and arpeggios up to four sharps/flats.
- Shift to, play, and read in 2nd, 4th, and 5th positions (violins and violas).
- Shift to, play, and read in 6th and 7th positions (cellos).
- Play 3-octave scales.
- Begin to play two-octave minor scales.
- Apply special bowing techniques such as sul tasto, ponticello and col legno.
- Mark appropriate bowings.
- Play double stops with both notes fingered.
- Read in treble clef (violas).
- Read in tenor clef (cellos).
- Regularly incorporating vibrato.
- Sight-read examples in simple and compound meters.
- Perform expressively by observing dynamic markings, articulations, tempo markings, style, and phrasing.
- Investigate, research, and/or discuss the history (i.e. composer background, time period, etc.) pertaining to a musical selection and apply this knowledge to individual and group performances.

When Responding...

- Follow a conductor's gestures with regard to phrasing, articulation, and interpretation.

Instrumental Music Scope and Sequence

- Identify and discuss how expressive markings convey the intent of the composer to create meaningful performances.
- Listen critically to and reflect on performance and rehearsal recordings.
- Describe personal experiences and goals through participating in performances.

When Connecting...

- Reflect, through group discussion, on the musical elements that attracted them to a particular composition.
- Explain how interest, knowledge and skill affect selecting repertoire that reflects the developing technique in orchestra players. Students will understand the process of how to approach a new piece of music.
- Explain how performing repertoire using tempo, dynamic, articulation markings, and appropriate phrasing is influenced by interests, knowledge and skill.
- Explain how context informs creating, imitating and improvisation.

Social Emotional Learning Competencies (<https://selarts.org/>)

SELF

- **SELF-AWARENESS**
 - 01.MS.Continue to effectively identify one's own emotions, with increasing vocabulary along with increasing awareness of situations and sensations associated with emotions.
 - 03.MS.Identify an area of personal improvement (e.g., new skill, habit to change, practices to develop).
- **SELF-MANAGEMENT**
 - 05.MS.Demonstrate the capacity to maintain concentration on a task.
 - 06.MS.Identify and set a short-term goal and make a plan for achieving it.
 - 07.MS.Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals.

OTHERS

- **SOCIAL-AWARENESS**
 - 09.MS.Demonstrate an understanding of cultural differences.
 - 10.MS.Demonstrate respect when others share opposing viewpoints in a situation.
 - 11.MS.Recognize online situations that may be negative to themselves and/or peers and react appropriately.
- **RELATIONSHIP SKILLS**
 - 14.MS.Understand the benefits of setting limits for themselves and others (boundaries).

DECISION-MAKING

- **RESPONSIBLE DECISION-MAKING**
 - 16.MS. Utilize self-advocacy strategies.
 - 17.MS.Identify and apply the steps of systematic decision-making.
 - 18.MS.With encouragement from adults, can utilize a decision-making model to provide rationale for a decision.

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> • Teacher observation • Student participation 	<div>Special Education</div> <ul style="list-style-type: none"> • Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • direction following • preparation for class • instrument care • schedule following <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Major musical performances/presentation • Self assessment • Video assessment • Peer to peer assessment • Teacher created tests/rubric • Extended written responses • Repertoire analysis • Style analysis <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> • Essentials of Music Theory Units 4 and 5 • Completed project <p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Homework - extended drawing at home • Presentations • Verbal Critiques 	<ul style="list-style-type: none"> • <u>Subgroup Accommodations and Modifications</u> • <u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u> <p>Differentiation:</p> <ul style="list-style-type: none"> • Preview content and concepts • Behavior management plan • Highlight text • Small group setting <p>High-Prep Differentiation:</p> <ul style="list-style-type: none"> • Alternative formative and summative assessments • Guided Reading • Personal agendas • Project-based learning • Problem-based learning • Stations/centers • Tiered activities/assignments • Varying organizers for instructions <p>Low-Prep Differentiation:</p> <ul style="list-style-type: none"> • Clubbing activities • Exploration by interest • Flexible groupings <p>English Language Learners</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Unit 1: Curriculum for ELL</u> • <u>Subgroup Accommodations and Modifications</u> • Multi-language glossary • Pupil edition in Spanish • Vocabulary flash cards <p>Students at Risk for Failure</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Gifted and Talented</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u> <p>Students with 504 Plans</p> <ul style="list-style-type: none"> • <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, & Mainstream Learners)</u> • <u>Subgroup Accommodations and Modifications</u>
<p>Core Instructional and Supplemental Materials Professional Resources:</p>	<p>Core Instructional, Supplemental, Instructional, and Intervention Resources</p>

Instrumental Music Scope and Sequence

<div data-bbox="133 226 524 262" data-label="Section-Header"> <h3>Core Professional Resources:</h3> </div> <div data-bbox="181 291 800 632" data-label="List-Group"> <ul style="list-style-type: none"> • Music In Education Curriculum Published by Yamaha Corp. of America, 2001 • https://nafme.org/community/elearning/ • https://nafme.org/my-classroom/teaching-music-magazine/ • https://nafme.org/my-classroom/nafme-amplify-online-member-community/ • Experiencing Choral Music, Glencoe McGrawHill Publications • Essential Elements for Choir, Glencoe McGrawHill Publications • Tempo Magazine, The Official Magazine of the NJMEA • Teaching Music Magazine, Nafme Publications • Enhancing Professional Practice, A Framework For Teaching, ASCD Publications • Enhancing Professional Practice by Danielson, ASCD Publications </div> <div data-bbox="133 659 643 701" data-label="Section-Header"> <h3>Supplemental Professional Resources:</h3> </div> <div data-bbox="181 724 787 957" data-label="List-Group"> <ul style="list-style-type: none"> • SMART MUSIC • The Composer's Specials Teachers Guide • Get America Singing Again Strategies for Teaching, By Norgon, Hal Leonard Publications • Higher Level Thinking Music Appreciations , Kagan • The Choral Warm-Up Collection by Albrecht, Alfred Publications • Enhancing Profess • Best Loved Songs for The American People, Barnes & Noble Publications </div>	<div data-bbox="852 226 1258 262" data-label="Section-Header"> <h3>Core Instructional Resources:</h3> </div> <div data-bbox="901 291 1472 787" data-label="List-Group"> <ul style="list-style-type: none"> • <i>Essentials of Music Theory Version 3, Vol. 1-3 Software</i> Published by Alfred Music Co. • Assorted pieces of sheet music published by Alfred Music, Hal Leonard, BriLee, Warner Bros., and more. • www.musictheory.net • www.musictheory.net • www.brainpop.com • www.newsela.com • www.khanacademy.org • www.Teachrock.org • www.Rockball.com • www.makingmusicfun.net • <i>Assorted youtube performances,tutorials</i> • <i>Google Classroom</i> • <i>Assorted classroom texts both fiction and non-fiction</i> • <i>In Tune Monthly Magazine</i> • <i>Music Alive Magazine</i> • <i>Composer Video Series</i> • www.Flocabulary.com </div> <div data-bbox="852 816 1192 854" data-label="Section-Header"> <h3>Supplemental Resources:</h3> </div> <div data-bbox="901 879 1472 1375" data-label="List-Group"> <ul style="list-style-type: none"> • Choral Connections Published by Glencoe McGraw-Hill, 1999 • www.Thekidsshouldseethis.com • www.Thefutureschannel.com • www.classicsforkids.com • www.khanacademy.org • John Jacobson's Music Express Magazine for Young Musicians • Theorytime Workbook Series by Wallace & Rathnau • Rhythm Bingo, Level II, Hal Leonard Publications • Discover the Instruments of the Orchestra, Hal Leonard • The Composer's Specials, Hal Leonard • Essential Sight Singing Vol. 1, Hal Leonard • www.youtube.com • www.ted.ed.com • www.carnegiehall.com • www.dsokids.com • www.therhythmtrainer.com • Assorted music and video examples • www.gmajormusictheory.net • www.Npr.org </div> <div data-bbox="852 1404 1180 1440" data-label="Section-Header"> <h3>Intervention Resources:</h3> </div> <div data-bbox="901 1467 1403 1680" data-label="List-Group"> <ul style="list-style-type: none"> • Assorted digital applications for iPad • <i>Flashcards</i> • <i>Lettered sheet music</i> • <i>Enlarged sheet music</i> • <i>Iconic notation</i> • <i>Boomwhackers'</i> • <i>Brainpop Junior</i> • <i>Child Study Team/Guidance Counselor communications</i> </div>
<div data-bbox="264 1799 675 1839" data-label="Section-Header"> <h2>Interdisciplinary Connections</h2> </div>	<div data-bbox="885 1799 1456 1839" data-label="Section-Header"> <h2>Integration of Technology through NJSLs</h2> </div>

Instrumental Music Scope and Sequence

<ul style="list-style-type: none"> • Social Studies/History: Students will be introduced to music from different genres, time periods and cultures • Math: Some examples of math related concepts related to Vocal Music are: time signatures, beat, tempo, rhythm, fractions (wholes, halves, quarters, eighths, sixteenths) • Reading: Students will read musical scores, understand vocabulary, and understand lyrics. • World Language: Songs are composed in various languages of which students will experience and listen to. 	<ul style="list-style-type: none"> • Assorted digital and traditional musical instruments (keyboards, guitars, drums) • Apple Macbooks loaded with assorted software packages • Selected Apps for iPad, Chromebooks and laptops <ul style="list-style-type: none"> ○ Garageband ○ Noteflight ○ Smartmusic ○ WeVideo ○ iMovie • Electric and USB keyboards • Electronic drum sets • Novation Launchpad device • Music editing and producing • Recording using USB microphones • Interactive apps for music creation, ex. Incredibox
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving Communication and Collaboration Information Literacy • Media Literacy • Life and Career Skills • Time Management and Goal Setting • Prioritizing • Cooperative Skills • Global and Environmental Awareness • Problem Solving Skills • Personal Literacy • Initiative and Self Direction • How to work alone and with others • Be Self-directed Learner 	<ul style="list-style-type: none"> • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Clarify the distinction between fiction and nonfiction in different types of media reporting on the same topic • Use print materials to practice reading and comprehension skills • Ask students to look for specific things when they view videos or read print material, and then ask questions about those items • Use print materials to practice reading and comprehension skills • Research musical topics such as artists, genres, trends, music history, etc... • Newsela articles, both fiction and non-fiction • Classroom reference books and periodicals • Observation and critique of musical performance • Song lyric analysis, meaning
Career Education	Global Perspectives
<ul style="list-style-type: none"> • Guest speakers • Field trips • Skype a composer, musician • Selected online interviews • Role playing • Selected Newsela articles about music careers • Selected classroom books,periodicals regarding music careers • https://www.careersinmusic.com/ • https://www.bls.gov • 9.2 Career Awareness, Exploration, and Preparation 	<ul style="list-style-type: none"> • National Hispanic-Latino Heritage Month • National Disability Employment Awareness Month • National American Indian Heritage Month • Black History Month • National Women's History Month, • National Irish-American Heritage Month • National Italian American Heritage Month • Asian Pacific American Heritage • Older Americans' Month • Jewish American Heritage Month • Week of Respect • Red Ribbon Week • International Dot Day (September 16)