

Madison Public Schools

Elementary Instrumental Music Curriculum

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Course Overview

Description

Elementary Instrumental music is a course that is offered in grades four and five. The goals of the program are to prepare the student to be a performer through the means of musical technique, literacy, and artistry and expression. Through dedicated practice, ensemble rehearsals, small group lessons, and ample opportunities for performance, this course aims to give students the tools to be confident, consummate young musicians prepared for band or orchestra in middle and high school, and as long as they desire to play. Students will be exposed to a variety of musical styles and genres as they build their fundamental skills of playing. They will also learn skills that will serve them well in many areas of life and study: individual responsibility, the role of the individual in an ensemble setting, group learning and dynamics, diversity, and self-expression, among others. The joy of learning to play an instrument can be a lifelong pursuit, and it is the overall goal of the instructors to inspire students during these foundational years to continue a life of studying and loving music.

Goals

This course aims to:

- Introduce foundational skills and technique of specific instruments to students
- Develop strong sense of internal and external pulse and rhythmic fundamentals
- Teach students the basics of intonation and tuning
- Foster musical literacy by teaching students to read, decode and interpret written music and symbols
- Provide opportunities throughout the school year for individual and group musical performances
- Help students to engage sincerely and authentically with one another and teacher/conductor through the ensemble experience of band or orchestra
- Strengthen student's musical learning through dedicated home practice
- Encourage creativity through performance, improvisation and composition
- Prepare students with overall skills needed for the continued musical study in middle and high school

Materials

Core: There is no textbook used in this course, rather the teacher and students will use the instruments to make up the core materials of the course.

Supplemental: YouTube videos, various online resources, Essential Elements method book

Resources

[Suggested Resources and Activities Page](#)

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course. Assessments in instrumental music are primarily performance based.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with
Special Needs, At-Risk Students, and Students with 504 Plans)

Unit 1 Overview
Unit Title: Establishing the Foundational Skills of the Beginning Instrumentalist
<p>Unit Summary:</p> <p>This unit provides the foundation of proper playing posture and position, care and cleaning of instrument, and the physical aspects necessary to produce characteristic tone of the instrument. Students will learn the importance of good posture and how it is the foundation for good tone and technique. The importance of practicing at home and developing a consistent routine will also be introduced and emphasized throughout the student's journey as a band or orchestra member.</p>
Suggested Pacing: ongoing
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to learn instrument care and cleaning? • How does one practice at home the skills learned in lessons and ensemble rehearsals? • What are the benefits of an established practice routine? • What the physical elements of proper playing posture and position? • What are the physical characteristics that would be of benefit to learning a particular instrument? • How does breath support and control relate to sound production on a wind instrument? • What is the importance of good grip and stance for percussionists? • What accommodations can be made for students of various sizes for playing larger instruments?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Good breathing techniques are beneficial for athletes, to aid in relaxation and stress management, and good health in general, in addition to being the primary tools for producing good, consistent tone on a wind or brass instrument. • Posture habits formed in childhood can have lasting effects on physical health. • Learning to care and clean an instrument properly fosters responsibility, pride in ownership and hard work.
Evidence of Learning
<p>Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Primary Categories Assessed: instrument will be kept clean and in good playing condition with minimal need for repair or adjustment, students will exhibit good breath control and develop a consistently good tone on their instrument as a result, and playing posture will be reviewed as needed until students can self-correct and make adjustments on their own.</p> <p>Summative Assessment: Students will perform a piece from their method book to be scored via rubric</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Establish proper hand position/grip/bow hold	Students will learn correct manner of holding and balancing instrument for optimal ease of playing. Students will learn how to make accommodations for their physical variations in order to play the instrument comfortably.	Teacher evaluation, students observe and evaluate one another	CRP2. Apply appropriate academic and technical skills.	2 lessons
Assemble instrument properly; identify instrument parts and their functions	Knowledge of instrument parts and assembly prove student comprehension of structure of instrument and how the tone is produced. Students learn role of each piece or section of instrument separately and how these parts fit together to create sound	Teacher will observe how students assemble and disassemble instruments, and help them make adjustments as necessary. Students will take a quiz or complete worksheet with parts of the instrument to be labelled.	CRP2. Apply appropriate academic and technical skills.	2 lessons
Demonstrate correct playing posture sitting or standing	Students will be able to sit or stand comfortably with correct and natural posture with instrument. Students will learn how good posture is the foundation for good musicianship, e.g. enables proper fingering technique and facility of breathing.	Students will participate in “posture challenges” for a prize in lesson groups and ensemble rehearsals as a way to positively reinforce correct playing position. Teacher will observe and evaluate student posture on a consistent basis. Modifications for physical needs of students will be made as necessary.	1.3.P.B.2 Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.	ongoing
Exhibit proper care and maintenance of instrument	Students will learn basic care and maintenance of their instruments. Proper care and cleaning will keep instruments playing correctly and will limit repairs and expensive restorations of instrument. Keeping instruments clean and in good playing condition will instill a sense of pride, responsibility and ownership in students.	Teacher will model proper care and basic instrument maintenance in the beginning of the school year and throughout the course as necessary. Students will have access to instrument cleaning videos by professional musicians or teachers on their instructor’s website for reference. This can also be an excellent way for parents to become involved with their child’s learning of an instrument.	CRP2. Apply appropriate academic and technical skills. CRP1. Act as a responsible and contributing citizen and employee.	ongoing
Play with proper breath support/control	Students will learn importance of good breath support and control in producing excellent tone.	Rehearsals and lessons will begin with breathing exercises such as “sizzling” to improve student ability to sustain pitch, but also build core muscle tone.	1.3.2.B.4 Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	ongoing

	The mechanics of the breath and various types of breathing for playing wind and brass instruments will be explored. Students will learn the physicality of breath and how to improve breath control over time.	Breathing exercises will also contribute to helping students relax and prepare to focus on rehearsal as a warm-up.		
Develop good practice habits and routine at home	<p>Students will learn importance of establishing consistent practice habits as they directly impact performance.</p> <p>Practice at home helps students prepare lesson material, learn ensemble music, trains the ears, helps establish discipline and routine, and builds student confidence.</p>	<p>Teacher models good practice techniques for students such as sight reading techniques, practicing in small chunks or sections, and how to make the most of limited time with productive practicing, as opposed to playing through music without much concentration.</p> <p>Students will utilize a practice chart or journal to keep track of practice minutes, but also to record questions that arose during practice sessions, successes and techniques used in the process of learning music.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>1.3.P.B.2 Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p>	ongoing

Unit 2 Overview	
Unit Title: Developing the Technical Skills of the Beginning Band or Orchestra Student	
<p>Unit Summary:</p> <p>Musical technique is a set of skills that encompass the necessary skills to master an instrument. Good musical technique helps the student develop control over their instrument. It can be developed through dedicated and specific practicing, group exercises and performing literature in lessons and ensemble. To develop technique, students will develop facility in playing scales, arpeggios, and patterns, coordinating their fingerings, articulations, fine motor skills and phrasing.</p>	
Suggested Pacing: ongoing	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What skills enable a student to develop good musical technique? • What is musical technique, and can it be learned, or is just a talent or gift that some possess and others do not? • How can musical technique be honed through practicing at home? • How do individual strengths and weaknesses affect how a student is able to progress technically on his instrument? 	
Unit Enduring Understandings:	

- Muscle memory can be developed through dedicated practicing.
- The more time and effort invested in playing, the more musical skills a student will develop.
- Time and patience are required for the beginning student to learn necessary techniques to improve their playing.
- Technique is comprised of various separate skills which can be isolated and practiced separately.
- Every musician is an individual, and has a separate set of technical strengths and areas needing to be developed.

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Students will be evaluated on their technical skills throughout their first two years of playing through performing exercises focused on specific skills. They will also apply their technical knowledge and skills to performance in ensembles at concerts. Indicators of success will be improvements throughout the year noted by the teacher, both verbally to students, and also formal progress report evaluations.

Summative Assessment: Performance in the winter concert

Alternative Assessment: Students may submit a recording of themselves playing on the pieces from the ensemble repertoire

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Keep a steady beat and play at appropriate tempi	<p>Keep beat steady by learning to count internally and aloud (when directed).</p> <p>Students will learn how to keep the beat in their body and connect it to their playing by tapping foot and counting simultaneously.</p> <p>Count and clap rhythm exercises.</p> <p>Vocalize rhythms with syllables such as “ta” and “ti ti” while tapping foot and/or clapping to the beat.</p>	<p>Students will learn to play along with a metronome at various speeds.</p> <p>Students will play individually or in groups along with method book CD on occasion.</p>	1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	ongoing
Demonstrate an understanding of contrasting articulations: staccato, accents, marcato, legato, pizzicato (strings)	<p>Students will learn appropriate placement of tongue and use of air to create various articulations.</p> <p>String students will learn how to position bow on strings or pluck “pizzicato” to create various articulations.</p>	Students will perform various exercises and repertoire applying the correct music indicators given by sight and with practice.	<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and</p>	

	Students will learn the names and meanings of the following articulations: staccato, legato, accents, marcato, pizzicato.		appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Scale proficiency - perform at least five major scales one octave	<p>Students will perform at least four major scales by memory by the end of fifth grade.</p> <p>Students will learn the structure of scales and musical intervals used in both major and minor scales.</p> <p>Students will be able to identify major and minor keys aurally and visually.</p> <p>Students will be able to identify scales, scalar patterns and excerpts as they appear in music.</p>	<p>Students will identify scales and their corresponding key signatures.</p> <p>Students will perform the required scales with music and by memory.</p>	1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords and melodic and harmonic progressions, and differentiate basic structures.	Halfway through first year through end of second year
Perform with a consistent, characteristic tone on instrument	<p>Students will produce a steady either with breath (wind instruments) or with correct bow control and pressure across strings.</p> <p>Students will demonstrate an understanding of the role of breath in tone production.</p>	<p>Practice long tones and octave slurs or lip slurs (brass) to achieve tonal consistency.</p> <p>Students will learn to listen carefully to themselves and others and adjust for proper intonation as necessary and appropriate.</p>	1.3.2.B.1 Clap, sing or play on pitch from basic notation in the treble clef with consideration of pitch, rhythm, dynamics and tempo.	ongoing
Demonstrate an understanding of rhythms in simple and compound meters through performance	<p>Students can identify and quantify a range of rhythm values: whole, half, quarter, eighth, dotted half, quarter and eighth notes, syncopated rhythms in method book and ensemble music.</p> <p>Students demonstrate rhythmic literacy by performing various rhythmic values smoothly while keeping a steady pulse.</p>	<p>Clap and count rhythms beginning with whole, half and quarter notes and rests, and progressing to eighth notes and rests, dotted notes, and syncopated rhythms.</p> <p>Improvisation and creation of short rhythmic patterns through clapping and playing</p> <p>Teacher plays or claps rhythm and students echo or repeat.</p>	<p>1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive</p>	ongoing
Perform music at various dynamic levels	<p>Students will understand the relationship between breath, pressure of the bow across the strings, or control of sticks and the resulting volume.</p> <p>Students will be able to identify dynamics ranging from pianissimo to fortissimo in their music, and perform accordingly with good tone.</p>	<p>Students will demonstrate an understanding through performance of the relativity of dynamics, e.g. the manner in which one plays a “ff” indication will vary depending on whether it is a solo piece, chamber group, or large ensemble</p> <p>Listening exercises in lessons and ensemble rehearsals in which students must determine the dynamics utilized and how they affect the music.</p>	<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	ongoing

Understand basic definition of melody and harmony	<p>Students will be able to identify the “melody” or tune of solos, duets, and ensemble music.</p> <p>Students will be able to identify harmony and how harmony serves to support melody.</p> <p>Students will learn basic chord structure, and how chords function in music to create harmonic progressions, and support the melody.</p>	<p>Students can hum or sing the melody alone with correct pitch. Students will be able to describe the character of the melody, e.g. majestic, mysterious, cheerful.</p> <p>By listening to recordings or playing the harmony parts themselves, students can identify characteristics that distinguish it from the melody, such as long, tied whole notes, repetitive notes and rhythms.</p> <p>Students can orally describe the character of the supporting harmony, e.g. block chords, arpeggiated notes, ostinato, and name the instruments or family of instruments performing the harmony when listening to recordings or during ensemble performances.</p>	<p>1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to conductor’s cues.</p>	
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Unit 3 Overview

Unit Title: Musical Literacy

Unit Summary:

Musical literacy involves learning to read and interpret music with fluidity and confidence. Students will learn various signs, symbols and terms that will assist them in decoding how the music is to be played, and the broader intentions of composers in general when creating music. As they become more confident in their ability to read music and interpret its symbols, students will be able to learn more complex pieces, and their confidence will grow. A musically literate student can read notes and rhythms fluently, but can also apply that literacy to composing and improvising his or her own music. It is the aim of this unit to build these very important skills so that students may advance in their playing with aplomb and ease.

Suggested Pacing: ongoing

Learning Targets

Unit Essential Questions:

- What is musical literacy?
- Why is learning to read music important?
- How can students learn to appreciate a variety of styles and genres of music?
- How can sight-reading skills improve, and can it be practiced at home?

Unit Enduring Understandings:

- Becoming musically literate affords the student opportunities to play more advanced and interesting music.
- Although styles and genres of music may change drastically, learning to decode signs and symbols and understand musical terminology are useful tools for learning any piece.
- Developing strong rhythmic reading skills will be incredibly useful at any level of playing, and should be the initial focus when studying a piece.
- A musically literate student will be able to sight read and play with confidence new music.
- Musically literacy enables a student not only to play better as an individual, but more contribute more and learn more in the ensemble experience playing with others.

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Students will be evaluated on their technical skills throughout their first two years of playing through performing exercises focused on specific skills. They will also apply their technical knowledge and skills to performance in ensembles at concerts. Indicators of success will be improvements throughout the year noted by the teacher, both verbally to students, and also formal progress report evaluations.

Summative Assessment: Students will play a piece from the method book and be scored using a rubric

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Identify and understand simple time signatures of 4/4, 2/4, 3/4	<p>Students comprehend significance of meter/time signature and its role in organizing music into patterns and phrases.</p> <p>Students are able to identify and perform music in various time signatures appropriately while keeping the beat steady.</p> <p>Students can identify conducting patterns in simple meters.</p>	<p>Worksheets with sample musical exercises in which students must write time signature.</p> <p>Composing or improvising short songs in a meter of student choice. Performing selection in lesson groups as other students determine meter by listening critically.</p> <p>Teacher conducts warm-up long tones or scales during rehearsal and students must determine time signature based on conducting patterns and gestures.</p>	<p>1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</p> <p>1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p>	Year 1 ongoing
Interpret expressive features such as dynamics, style indications, and tempo markings	<p>Understanding of how and why composers include expressive markings and how to interpret them as a performer.</p> <p>Be confident performing in a variety of musical styles and genres.</p> <p>Demonstrate ability to perform at various tempi, ranging from Largo to Presto.</p>	<p>Students mark or circle expressive markings in their music. Teacher models appropriate interpretation of these indications and students then play with teacher, and alone.</p> <p>Teacher conducts long tones in ensemble rehearsals or lessons incorporating changes in dynamics and tempo. Students interpret these</p>	<p>1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.</p> <p>1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities</p>	ongoing

		gestures and respond with appropriate musical playing.	appropriately aligned with the stylistic characteristics of the genre. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Sightread music of various difficulty levels	Teacher will help students develop a system and approach to sight-reading music such as STARS: Signatures, tempo, accidentals, rhythms, signs and symbols. Students will develop confidence, accuracy, and fluency in performing new music the more frequently they are exposed to it.	Sightread a “fun” piece in band or orchestra (pop song, movie theme, etc.) as a reward for an excellent rehearsal or performance.	1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.5.B.1 Sing or play from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	ongoing
Read with fluency music notation in treble, alto or bass clef	Students will be able to identify correctly all note names as they appear in their method book or ensemble music. Students will learn how to use fingering or position charts as references.	Students can say note names at tempo set by teacher of a given exercise. Students then say notes and finger along or plucking strings quietly in time with music.	1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	ongoing
Use musical vocabulary to describe a musical and/or aural event	Students will learn and be able to define musical terms as they arise in their music. Students will be able to recognize, pronounce and define Italian terms for musical concepts and ideas.	Listen to a recording of a professional ensemble performing a piece on an upcoming concert program. Students are to use musical words and terms either written or aurally to describe what they heard, e.g. allegro tempo, many crescendo and decrescendo, staccato articulations, accelerando	1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles. 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.	ongoing

Unit 4 Overview

Unit Title: Ensemble Participation and Performance

Unit Summary:

A quintessential aspect of musicianship is the ensemble experience. Working together and preparing music in rehearsals for performances has lifelong impacts on children. In addition to the primary goal of learning band or orchestra literature and the fundamentals of performance, students will also learn teamwork, individual contribution to the whole, the role of each section of the ensemble in contributing to the sound and effectiveness of the group, listening skills, respect for the conductor, other ensemble members, and oneself. Successful early experiences in performance can positively impact a student’s decision to continue with their instrument in middle and high school.

Suggested Pacing: ongoing

Learning Targets

Unit Essential Questions:

- What is the role of the conductor in the band or orchestra?
- What are the responsibilities of the individual student as a member of a musical ensemble?
- What are the various sections of the ensemble, and what are their unique musical qualities contributions to the group?
- How can a group of beginning students of various level of experience and ability play cohesively and perform a successful concert?
- What are the benefits of participation in band or orchestra?
- How do performances of student music groups positively impact the school culture and the surrounding community?

Unit Enduring Understandings:

- Each individual has value and relevance to the group.
- Punctuality, preparedness and a ready-to-learn attitude pave the way for a successful class and ensemble experience.
- Individual choices have impact on the group, positive or negative.
- Listening to and responding to leadership help the group to succeed.
- Respect: rehearsal, performance, and concert audience etiquette
- There are many styles and genres of music that can be learned even at the beginning musical levels, and much to be learned about the cultures and histories and the places and people that influenced the composers who wrote these pieces.

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Ensemble participation and performance will be assessed primarily at rehearsals and through concert performance. Students who excel in the ensemble environment exhibit a “team spirit,” working for the benefit of all, not just the individual, understand how their individual efforts contribute to the success and positive musical experiences of the group. Other important skills and areas of concentration to be evaluated by the teacher are: responsiveness to the conductor as leader and teacher, punctuality and preparedness, and a sense of commitment and dedication from the students. Indicators of success will be improvements throughout the year noted by the teacher, both verbally to students, and also formal progress report evaluations.

Summative Assessment: Performance in spring concert

Alternative Assessment: Students may submit a recording of themselves performing a piece of ensemble repertoire.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Understand the importance of the individual's contribution to the large ensemble	Students will learn the logistics, routines and responsibilities of the band student and how following these guidelines pave the	Students will be on time for rehearsals, seated correctly and ready to learn. They will demonstrate appropriate behavior when	CRP1. Act as a responsible and contributing citizen and employee. 1.3.P.B.2 Use a variety of musical instruments to create music, alone and/or	ongoing

	<p>way for a successful band experience for all students.</p> <p>Students will demonstrate an understanding of the importance of preparedness, attendance and punctuality.</p>	<p>playing, asking questions, listening to teacher or other students.</p>	<p>with others, using different beats, tempos, dynamics, and interpretations.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>	
Demonstrate proper concert and rehearsal etiquette	<p>Students learn the role of the conductor as leader of the ensemble. Students learn to interpret gestures and signals from the conductor as indicators when to play, when to rest, when to listen and when to applaud. These lessons will prove useful not only as performers, but as audience members.</p> <p>Students will learn elements of proper audience behavior and etiquette, e.g. no talking during performance, how to clap and show appreciation, when to enter and exit the performance space.</p>	<p>Students perform in mock concerts as soloists or in small groups for fellow ensemble members. Students have the opportunity to practice good etiquette on a small scale and are reminded by teacher that they set the example for younger students and other audience members.</p> <p>During the winter or spring concerts, band and orchestra members have the opportunity to be audience members while other groups are performing. Teacher will remind students of the high standard to which they are held and consider their etiquette as an audience as part of musicianship.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>1.4.P.A.6 Begin to demonstrate appropriate audience skills during recordings and music performances.</p>	
Demonstrate an understanding the families of instruments and each section's role in the ensemble	<p>Students will learn the sections of the band or orchestra, roles that each section performs, and how that section contributes to the overall function and musical experience of the group.</p>	<p>Verbal identification of each of the sections as well as families of instruments, and knowledge of how the ensemble is arranged to maximize the aural experience of the group and audience.</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p>	ongoing
Follow and interpret various conducting gestures and indications	<p>Students will demonstrate an understanding of the conductor as the interpreter of the musical score.</p> <p>Students will learn and respond to conducting patterns and gestures: meter, dynamic indications, entrances and releases, tempo markings and changes</p>	<p>Conductor will vary beat patterns, tempo and dynamics during warm-up exercises in ensemble rehearsals. Similar gestures and indications will be applied to rehearsal of concert music.</p>	<p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p>	ongoing
Learn to listen to self and others for proper blend, balance and intonation	<p>Students will play in lessons and practice at home with a tuner.</p> <p>Students will practice matching pitch vocally and while playing instruments and learn how to make adjustments when pitch is</p>	<p>Students will demonstrate knowledge of their specific instrument's pitch tendencies and be able to make adjustments with and without teacher's assistance.</p>	<p>1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p>	ongoing

	<p>too high or too low (sharp or flat)</p> <p>Students will understand the importance of the “sound pyramid,” the balance of low, middle, and high voices in an ensemble and the important role of each.</p>	Students will perform various exercises and repertoire with correct intonation.		
Perform successfully in band or orchestra concerts	<p>Students will be prepared to perform at a level of excellence having practiced at home, worked on music in ensemble rehearsals, and learned technical skills and musicality in their small group lessons.</p> <p>Students will exhibit confidence and pride in their performances.</p>	<p>Concert performance.</p> <p>Watch video or listen to a recording of the concert at a subsequent rehearsal and evaluate group performance.</p>	<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.</p>	ongoing

Unit 5 Overview	
Unit Title: Individual Musicianship and Artistry	
<p>Unit Summary:</p> <p>Even a beginning student can learn to play a simple phrase or tune with musicality and expression. The basics of good breath support, bow control, and posture must of course be in place, but all students, regardless of playing level, have the capacity to express themselves through the performance of music. This unit will explore the artistic side of becoming a musician, rather than simply a student of music. Students will be encouraged to find their individual “voice,” learn what makes them unique as a young musician, and how to respect and value that uniqueness in others.</p>	
Suggested Pacing: ongoing	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What is true musicianship? • How can a beginning student learn to play an instrument expressively with feeling? • What are the stylistic elements necessary to learn for a “musical” performance? • Why is good breathing essential to playing a phrase musically? • How are phrases organized to present musical thoughts, statements, and ideas? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • No two people will ever sound exactly alike when playing the same instrument. • Each person has a unique musical tone on their instrument. • There are often multiple ways to interpret expressive markings in music. 	

- Learning to play in the specific style of a piece will aid in the student's interpretation of the music and the effectiveness of the performance.
- Music can inspire many feelings and emotions.

Formative Assessments: Frequent informal assessment and feedback are provided on a daily basis by the teacher. Musicality and artistry are often considered subjective, and can therefore be difficult to formally evaluate. However, through written reflection, aural discussion, and the students' ability to apply knowledge about musicality to the actual performance, the teacher should be able to assess growth in this area. The students should be able to identify and express a range of musical styles, emotions and other expressive elements, even in these early stages of learning an instrument.

Summative Assessment: Performance in spring concert

Alternative Assessment: Students may submit a recording of themselves performing a piece of ensemble repertoire.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Demonstrate musical phrasing through proper use of breath, melodic shape and contour	Students will learn basic phrase structure and patterns. Students will be able to distinguish phrases in various time signatures and styles of music. Students will understand the importance of using dynamics and proper air flow or bowing to create phrases	Individual and group performance of four to eight measure phrases with musicality, proper breath control or bow control	1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.	ongoing
Perform music from a range of cultures and historical periods	Students will learn characteristics of music from baroque, classical, romantic and modern periods. Students will be able to identify composers from each era. Students will perform with stylistic accuracy music from various time periods and cultures.	Conductor will select ensemble music from various cultures and historical periods. Students will analyze pieces for musical clues that may reveal when the music may have been written, also citing possible composers and geographical locations or cultural origins. For example, music from Asian countries often feature the pentatonic scale. Demonstration of knowledge of stylistic differences through performance of music.	1.3.P.B.5 Participate in and listen to music from a variety of cultures and times. 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.	ongoing

Students will evaluate individual and group performance using given criteria	<p>Students will listen to and observe performances by individuals and ensembles and evaluate in the following areas:</p> <ul style="list-style-type: none"> -Notes/intonation -Rhythm -Tone -Bowings/articulations -Dynamics <p>At the beginning level, students will make mostly informal, oral observations, but may be asked throughout the year to evaluate performances using rubrics or short answer questions.</p> <p>Evaluations should be meaningful and musically appropriate, reflecting knowledge of desired techniques and level of artistry of performers.</p>	<p>Students will use various assessment rubrics to evaluate and compare with peer and teacher observation on the quality of performances by individuals and ensembles.</p> <p>Teacher will explain clearly to students that as beginners, they are not expected to play or sound like the professionals in the recording. However, they should model their playing after what they hear. The expectation is that the beginning band or orchestra student will play to the best of his ability, but apply knowledge obtained throughout his study and apply it to improving performance.</p>	<p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theater and visual art.</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p>	
Students will express their opinions when listening to new repertoire and evaluate the level with regards to concert performance	<p>Students will listen to band or orchestra repertoire of varying styles and genres through both recordings, online sources or live performance.</p> <p>Students will provide meaningful feedback as to the suitability of the piece for concert performance using established criteria</p> <p>Students will give reliable feedback and actively participate in choosing concert repertoire</p>	<p>Students will suggest pieces for future performances.</p> <p>Students will listen to a selection of pieces chosen by the class and teacher and vote on favorites, as well as submit written comments</p>	<p>1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	ongoing