ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
Visual and Performing Arts

COURSE TITLE
Middle School Band, Grade 5-8

Board of Education

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Course Philosophy

Band is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Band fosters creative growth and cultivates self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and the use of technology.

Course Description

Band provides many opportunities for all students, at all levels and abilities. In ensemble and small group settings, students explore the mechanics and skills of becoming a musician, a collaborative team member, and a connoisseur of music. The knowledge and experiences acquired serve to broaden their perspective and provide them with skills that encourage lifelong learning. In this course, students will acquire the critical thinking to assess the music they hear and perform, responding with a music vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts, as well as other content areas.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials

● Assorted selections of sheet music chosen each year by teacher	● Various internet resources ● Out of school performances ● Video performances

Integration of 21st Century Themes and Skills

Educational Technology
Standards: (8.1 A-F)

● **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
  ○ A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
    ■ **Example**: Students are able to use online infrastructure to accommodate collaboration.
  ○ B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
    ■ **Example**: Students use online tools such as Facebook and Google Classroom to interact with each other and practice before ensemble rehearsals.
  ○ C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
    ■ **Example**: Students post videos and sound clips to aid in practicing, ask and answer questions on passages, and coordinate sectional rehearsals within the online community.
  ○ D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
    ■ **Example**: Students self regulate behavior in the online community and use their online space in a professional capacity.
  ○ E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
    ■ **Example**: Students are constantly posting information to benefit the community as a whole, whether it be an example of a piece we are working on or articles aimed towards a topic of discussion.
  ○ F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage

projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- ■ **Example**: Students share resources that have proven useful to them in the past for others to grow from. The community as a whole is light and beneficial to the group.

Career Ready Practices

Standards: CRP1, CRP3, CRP4, CRP6, CRP9, CRP11, CRP12

CRP1. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively and participating during rehearsals, sectionals, and engaging with the music community both in person and online.

CRP3. Attend to personal health and financial well-being. Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

Example: Students demonstrate an understanding of the importance of self care and personal well being. Students spend a significant portion of time assessing their own skills and places where they can improve upon, a large portion of time is spent on understanding how important staying positive and recognizing what we are doing right is.

CRP4. Communicate clearly and effectively and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready

individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Example: Students will demonstrate the ability to critique themselves and others with not only clarity but will also be able to recommend a course of action to correct any errors present.

CRP6. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Example: Students will be able to seek creative solutions to any problems they encounter. Practice methodologies for fixing mistakes are often unconventional and require students to think outside of the box in order for errors to be corrected.

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

Example: Students demonstrate an understanding of effective management and leadership when engaging with the class as older ensemble members. Students are responsible for sectional rehearsals and are essential in teaching the younger singers how to engage with choral music effectively.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Example: Students will use Google Classroom and Facebook as a means to collaborate outside of the classroom and provide resources and additional help to students who are in need of it.

CRP12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students demonstrate an understanding of working with teams and understanding the cultural impact of their actions. Singers work together in order to create one sound, and the music is affected if there are disagreements between members of the ensemble. Students are pushed to think about others and consider their actions and how they will affect not only the people present but the community within the department, school, and the town at large. Without complete buy in from every ensemble member, the choir will not function effectively.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our

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students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of Life, the Truth, and Being Free, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Middle School Band, Grades 5-8

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	**Summative**	**Common Benchmark Assessments** (mid-course and end of course **only**)	**Alternative Assessments** (projects, etc. **when appropriate**)
Unit #1: Pitch	Listening is the essential musical experience (hearing needs to be protected). Listening and thinking critically are essential musical skills. 1. Student will be able to play appropriate pitches at all times. 2. Students will tune their instruments using an electronic tuner and will make manual adjustments as needed while playing to remain in tune.	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording

Unit #2: Duration	Listening is the essential musical experience (hearing needs to be protected). Listening and thinking critically are essential musical skills. The development of rhythmic skills. comprises one of the basic components necessary for the learning and performance of music. 1. Student will perform various rhythms in various meters. 2. The student will be able to differentiate between slurs and ties. 3. The student will be able to describe the function of the tie in increasing the duration of a sound.	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /Discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording
Unit #3: Dynamics and Form	Listening is the essential musical experience (hearing needs to be protected). Listening and thinking critically are essential musical skills. The development of rhythmic skills. comprises one of the basic components necessary for the learning and performance of music. Music fundamentals and elements (scales, arpeggios, articulation studies, rudiments, dynamics, form, phrasing, etc) are important to the study of music. Knowing how your part fits info the whole is an important life skill. 1. Students will demonstrate various dynamic levels and demonstrate knowledge of how the music is assembled (form). 2. The student will be able to recognize a musical phrase as a formal component. 3. The student will be able to identify themes used to generate whole compositions. 4. The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno. 5. The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording

	dogfight. 6. The student will be able to trace themes or motifs as they recur in a piece.						
Unit #4: Timbre and Texture	Timbre (tone quality) is an essential aspect of music and an aesthetic experience; developing higher level listening and critical skills. Texture is a major component in the macro-construction of music. Differentiation between the various textures demonstrates higher levels of critical thinking. 1. Student will demonstrate knowledge and performance of a variety of textures and will produce a consistent and acceptable tone quality (timbre). 2. The student will be able to recognize a musical phrase as a formal component. 3. The student will be able to identify themes used to Ongoing generate whole compositions. 4. The student will be able to identify and define formal markings, e.g., repeat signs, first and second endings, da capo, dal segno. 5. The student will be able to identify the basic structure of a march employing terms such as first strain, break strain, trio and dogfight. 6. The student will be able to trace themes or motifs as they recur in a piece	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording

Unit #5: Style (Articulation, note length)	Listening is the essential musical experience (hearing needs to be protected). Listening and thinking critically are essential musical skills. Knowing how your part fits into the whole is an important life skill. Musical fundamentals and elements are important to the study and performance of music. 1. Student will perform music in a variety of styles. 2. The student will be able to visually and aurally identify articulations that are staccato, legato, or slurred.	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording
Unit #6: Technical Objectives	Listening is the essential musical experience (hearing needs to be protected). Listening and thinking critically are essential musical skills. Music fundamentals (scales, arpeggios, articulation studies, rudiments, etc) are important to the study and performance of music. Maintenance of your body and/or instrument is important to success in life/music. Performance etiquette and demeanor as a performer and as an audience member are important to successful music making. 1. Students will be able to play perform a variety of musical techniques while maintaining their instrument and measuring their personal and ensemble successes. 2. The student will demonstrate appropriate marching band skills. – various formations, the ability to march in time and other corps-style commands. 3. Percussionists will prepare rudiments appropriate to the music being prepared. 4. The student will be able to demonstrate proper performance etiquette as both a performer and as an audience member. 5. The student will be able to read and commit to a schedule determined by the musical director.	Ongoing	Listening/hearing to personal/ensemble sound in real time Responses to conductor's gesture Classwork /discussions Tests Oral responses to teacher prompts	Performances	Final Exam	Written assessment of performance audio recording

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Robbinsville Public Schools
Unit #: 1 Pitch

Enduring Understandings:	Essential Questions:
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills	● What are we listening for? ● What sounds good? Bad? ● What is "out of tune?" ● How do we improve our sound? ● How do I produce tone on my instrument? ● How do I manipulate my sound to change it? ● What standard varieties of sounds can I create on my instrument?

Interdisciplinary Connection

NGSS Sci MS-PS4-2. Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
Example: Students will develop a visual model to show how sound waves and pitch correlate.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLA Music: 1.1 A1-2, 1.2 B1, 1.3 B2, 1.4 A1-3, B1-2	What is pitch? How is pitch manipulated?	The effect of length of instrument on pitch. Tuning slides, mouthpiece adjustments. Read the electronic tuner and adjust accordingly. Coordinate the sounds of "flat" and "sharp" with the visual provided by the tuner.	Student Practice. Demonstrate "out of tune". Demonstrate "in-tune". Tune the band for each class/rehearsal. Each student completes a pitch tendency chart. Lecture and class discussion.	Internet Digital Tuner Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Self-assessment of recording

NJSLA Music: 1.1 A1-2, 1.2 B1, 1.3 B2, 1.4 A1-3, B1-2	What are standard musical accidentals? What are different tonalities?	Sharps, flats, naturals, double sharps and double flats all serve to alter the pitch by sequential half steps and whole steps. Key signatures Recognize major and minor tonalities. Identify scales as being major, minor, chromatic, whole tone, etc.	Practice various keys, key signatures and scales as part of warm up. Include chromatic scale. Listen to individual chords and scales and identify tonality by ear. Compare and contrast various tonalities and the moods they suggest.	Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Journal assessments Self-assessment of recording
NJSLA Music: 1.1 A1-2, 1.2 B1, 1.3 B2, 1.4 A1-3, B1-2	What patterns can be heard in the melodies? Harmonies?	Perform short tonal patterns by ear, both vocally and with the instrument. Improvise ascending and descending pitch patterns as suggested or from aural examples.	Repetition of various patterns for drill purposes. Demonstrate vocally and instrumentally the teacher's expectations.	Internet Digital Recording Device Playback device/ Amplification system	Playing/singing tests Self-assessment of recording Journal assessments

Enduring Understandings:	Essential Questions
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills. ● The development of rhythmic skills comprises one of the basic components necessary for the learning and performance of music.	● What are we listening for? ● How do we integrate fundamentals into our rehearsals and performances? ● What is rhythm and meter? ● How is rhythm static (unchanging)? ● In what way is it flexible/fluid? How is meter flexible? How can it change and still convey the same message? ● What is the pulse? ● What is its source? ● Where do I find it? ● How do I follow a conductor?

Interdisciplinary Connection

NJSLA Math 8.SP.A.7 Look for and make use of structure
Example: Students look at relationships between various rhythms as they relate to time signatures and other pieces of a music score

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

NJSLA Music: 1.2 B1,3, 1.3 B2	What is rhythm? What is tempo?	Repeat rhythmic patterns from oral examples Beat consistency	Conducting gesture. Determine what section of the ensemble is primarily responsible for the tempo.. Clapping. Vocal and instrumental modeling. Define beat source.	Internet Digital Metronome Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Self-assessment of recording
NJSLA Music: 1.2 B1,3, 1.3 B2	What is meter? How do time signatures function?	Conducting patterns Determine pulse source Simple/complex meter Duple/triple meters	Groupings of 2 or 3 eighth notes. Upper and lower # of time signature. Compare cross-rhythms. Demonstrate the contrast of "feels" that result in simple and compound meters? Demonstrate why a composer selects one-time signature over another?	Internet Digital Metronome Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Self-assessment of recording
NJSLA Music: 1.2 B1,3, 1.3 B2	Rhythmic subdivisions Why do we subdivide?	Note values from 16th to whole notes. Include dotted and triplet values Include Rests	Demonstrate the subdivisions of 16th, 8th, quarter, half, whole notes with dotted and triplet values. Complete rhythm sheets. Use unison rhythmic activities to develop listening and articulation etudes	Internet Digital Metronome Digital Recording Device Playback device/ Amplification system Sheet music library	Playing/singing tests Self-assessment of recording Journal assessments Completed worksheet
NJSLA Music: 1.2 B1,3, 1.3 B2	What affects duration without affecting the printed rhythm?	Fermata, caesura, ties, rit, rall, and other specific terms used to alter duration	Demonstrate (through gesture) accelerating and slowing tempo. Demonstrate (through gesture) a variety of styles and changes of styles.	Internet Digital Metronome Digital Recording Device Playback device/ Amplification system Sheet music library	Playing/singing tests Self-assessment of recording Journal assessments

Robbinsville Public Schools
Unit #: 3 Dynamics and Form

Enduring Understandings:.	Essential Questions
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills.. Music fundamentals (… dynamics, form, phrasing, etc) are important to the study and performance of music. ● Knowing how your part fits into the whole is an important life skill.	● What are we listening for? ● What are music fundamentals? ● How do we integrate fundamentals into our rehearsals and performances? ● How are fundamentals applied to performance? ● How much practice time is expected at various levels of instruction? ● What specific skills. are needed at each level? ● What is the student's musical role? ● How is that role determined? ● When is my part "featured" and when is my part included in the whole?

Interdisciplinary Connection
NJSLA HPE 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. **Example:** Students explore musicianship as a venue for communication and storytelling across different settings and cultures, and how it relates to their own musical expression and communication

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLA Music: 1.1 A1-2, 1.2 B1-4, 1.3 B1-2	What are dynamics? Why are they important?	Range of dynamics from pp to ff. Change in dynamics – crescendo, decrescendo, diminuendo, etc. Sudden dynamics – subito, sfz, etc.	Conducting gesture. Vocal and instrumental modeling. Explore the dynamic performance levels appropriate to various combinations of instruments (balance). Identify dynamic effects required by markings in the score being studies or performed	Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Self-assessment of recording
	What is form? How many types of form are there? How do macro and micro applications of form operate? Form of a march?	Call and response, sonata allegro, ABA, binary, strophic, stretto, etc. Melodic analysis (micro) Analysis of a movement of a piece or a single phrase. Melodic analysis (macro) Analysis of a complete piece. Cadences, repeat signs, da capo.	Visual form analysis. Listen to and identify common cadences. Notation appropriate to repeats.	Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Playing tests Responses to discussion questions Self-assessment of recording

Enduring Understandings:	Essential Questions:
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills. ● Musical fundamentals and elements are important to the study and performance of music. ● Music creation/performance is an artistic process that can take many forms. Knowing how your part fits into the whole is an important life skill.	● How do we integrate fundamentals into our rehearsals and performances? ● What is the student's musical role? ● How is that role determined? ● What are we listening for? ● How do I produce a tone on my instrument? ● How do I manipulate my sound to change it? ● What standard varieties of sounds can I create on my instrument?

Interdisciplinary Connection

NJSLS 6.1.8.C.1.b History Explain why individuals and societies trade, how trade functions, and the role of trade during this period

Example: Students analyze how music has changed over time due to oral exchanges of culture, history, and stories.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

NJSLA Music: 1.1 A1-2, 1.3 B1-2, 1.4 A2, 3, B1-2	What is good tone quality and how do we produce it? What differentiates the various instrument families from one another? What differentiates instruments of the same family?	Air/wind concepts. Supported sound. Sound generation of woodwinds, brass, percussion and strings. Overtones/Overtone Series. Methods of altering tone quality without distortion. Mutes, playing into the stand and echo chambers.	Have students record own performance in order to evaluate the tone quality and compare it with models provided. Vary ensemble size with sensitivity to the quality of tone required by each. Tone color blends with other instruments in the same section.	Internet Digital Recording Digital Recording Device Playback device/ Amplification system Brass/percussion mutes Wind/breath diagnostic machines	Playing tests Responses to discussion questions Self-assessment of recording Performances
NJSLA Music: 1.1 A1-2, 1.3 B1-2, 1.4 A2, 3, B1-2	How many voices/parts can be heard in a given example?	Mono, duo, poly – phonics.	Experiment with octave transposition and describes the effect on texture. Have students maintain an independent part in a round or canon in company with others. Have students perform unison exercises (monophonic) as well as other forms of polyphony.	Textbook Worksheets Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Written tests and quizzes Worksheets Playing tests Responses to discussion questions Self-assessment of recording

Enduring Understandings:	Essential Questions:
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills. ● Knowing how your part fits into the whole is an important life skill. ● Musical fundamentals and elements are important to the study and performance of music.	● What are we listening for? ● How do I manipulate my sound to change it? ● What is the student's musical role? ● How is that role determined? ● What are musical fundamentals? ● How do we integrate fundamentals into our rehearsals and performances?

Interdisciplinary Connection

NJSLA HPE 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Example: Students must practice effective communication and collaborative skills when working in an ensemble group if and when disagreement arises.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
NJSLA Music: 1.1 A1-3, 1.2 B1,5, 1.3 B1-2, 1.4 A2,3, B1	What sorts of styles are important to our culture? Why is it important to produce a variety of styles?	Musical performances should contain a variety of styles. How do we plan a performance?	Differentiate among various forms of music such as march, waltz, overture, medley and other symphonic forms. Arrange performances that promote student-centered musical and cultural experiences.	Textbook Print music library Worksheets Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Written tests and quizzes Playing tests Responses to discussion questions Self-assessment of recording

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NJSLA Music: 1.1 A1-3, 1.2 B1,5, 1.3 B1-2, 1.4 A2,3, B1	What kinds of articulations yield the various styles? What sorts of physical skills. are needed to perform the various articulations?	Marcato, tenuto, slurred, staccato, legato, spiccato, pizzicato, etc…	Produce tones with attack and release appropriate to the nature of the music being played. Provide examples of articulation and note duration/length from notation - according to the requirements of the score.	Digital Recording Device Playback device/ Amplification system Sheet music library	Written tests and quizzes Playing tests Responses to discussion questions Response to conductor's gesture Self-assessment of recording
NJSLA Music: 1.1 A1-3, 1.2 B1,5, 1.3 B1-2, 1.4 A2,3, B1	What performance practices govern style?	Historical accuracy in performance, jazz/ swing, Grainger's abruptness, march tempos, styles, other performance practices, etc. Concert etiquette.	Accurately apply tempo and dynamic markings provided in the score. Performs a variety of examples of short musical forms, e.g., march, dance, overture, medley. Students attend performances as an audience member.	Textbook Digital Recording Device Playback device/ Amplification system Sheet music library	Comparison to other successful performances Responses to discussion questions Response to conductor's gesture Self-assessment recording

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Robbinsville Public Schools
Unit #: 6 Technical Objectives

Enduring Understandings:	Essential Questions:
● Listening is the essential musical experience (hearing needs to be protected). ● Listening and thinking critically are essential musical skills. ● Music fundamentals (scales, arpeggios, articulation studies, rudiments, etc) are important to the study and performance of music. ● Performances are showcases for what was rehearsed. Success can be measured in many ways. ● Maintenance of your body and/or instrument is important to success in life/music ● Performance etiquette and demeanor as a performer and as an audience member are important to successful music making.	● What are we listening for? ● What sounds good? Bad? ● How do we define and measure success? ● How do we critique ourselves in order to improve? ● How do I maintain my instrument? Long term? Short term? ● What is proper decorum as a performer? As an audience member?

Interdisciplinary Connection
NJSLA Math 8.SP.A.6 Attend to precision
Example: Students examine parts to a whole in terms of harmonies written in music, and can express mathematically why these parts create an effective harmonic arrangement.

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies

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NJSLA Music: 1.1 A1-2, B1-2, 1.2 B1-4, 1.3 B1-2, 1.4 A1-3, B1-2, 1.5 B1-2	How are fundamentals applied to performance? How much practice time is expected at various levels of instruction?	Scales, articulations, dynamics, and other musical elements combine in this arena. Individual practice concepts.	Lecture and class discussion. Regular assessments. Record and listen to the ensemble regularly. Rehearse large or small ensemble with precision.	Textbook Student workbooks Internet Digital Recording Device Playback device/ Amplification system Sheet music library	Written tests and quizzes Worksheets Playing tests Responses to discussion questions Journal assessments Self-assessment of recording
NJSLA Music: 1.1 A1-2, B1-2, 1.2 B1-4, 1.3 B1-2, 1.4 A1-3, B1-2, 1.5 B1-2	What is proper maintenance for instruments?	Cleaning cloths, snakes, lubricants, etc. Clean using basin/tub – light soap, etc.	Provide diagrams, charts on maintenance. Demonstrate/model good technique on instrument storage and care.	Textbook Student workbooks Internet Digital Recording Device Playback device/ Amplification system	Written tests and quizzes Worksheets Playing tests Responses to discussion questions Journal assessments Self-assessment of recording
NJSLA Music: 1.1 A1-2, B1-2, 1.2 B1-4, 1.3 B1-2, 1.4 A1-3, B1-2, 1.5 B1-2	What is proper etiquette as a performer? As an audience member?	Proper stage decorum. Appropriate applause. Chamber music decorum. Concert Protocols.	Schedule attendance at a live performance. Provide performance opportunities.	Class discussion View other performances Attend live performances	Self-assessment of video Journal assessments

General Differentiated Instruction Strategies

- Leveled texts
- Chunking texts
- Choice board
- Socratic Seminar
- Tiered Instruction
- Small group instruction
- Guided Reading
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures
- Adjust length of assignment

- Repeat, reword directions
- Brain breaks and movement breaks
- Brief and concrete directions
- Checklists for tasks
- Graphic organizers
- Assistive technology (spell check, voice to type)
- Study guides
- Tiered learning stations
- Tiered questioning
- Data-driven student partnerships
- Extra time

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
- Extra time for assigned tasks - Adjust length of assignment - Timeline with due dates for reports and projects - Communication system between home and school - Provide lecture notes/outline	- Extra Response time - Have students verbalize steps - Repeat, clarify or reword directions - Mini-breaks between tasks - Provide a warning for transitions - Reading partners	- Precise step-by-step directions - Short manageable tasks - Brief and concrete directions - Provide immediate feedback - Small group instruction - Emphasize multi-sensory learning	- Teacher-made checklist - Use visual graphic organizers - Reference resources to promote independence - Visual and verbal reminders - Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books	● Extended time ● Study guides ● Shortened tests ● Read directions aloud	● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback	● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment
The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs. ● Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways. ● Pose questions and exhibit sincere curiosity about principles and how things work. ● The ability to grasp concepts and make real world and cross-curricular connections. ● Generate theories and hypotheses and pursue methods of inquiry. ● Produce products that express insight, creativity, and excellence. ● Possess exceptional leadership skills. ● Evaluate vocabulary ● Elevate Text Complexity ● Inquiry based assignments and projects ● Independent student options ● Tiered/Multi-level activities ● Purposeful Learning Center ● Open-ended activities and projects ● Form and build on learning communities ● Providing pupils with experiences outside the 'regular' curriculum ● Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level ● A higher quality of work than the norm for the given age group. ● The promotion of a higher level of thinking and making connections. ● The inclusion of additional subject areas and/or activities (cross-curricular).

- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml
- "Word clouds" from text that you provide-http://www.wordle.net/
- Bilingual website for students, parents and educators: http://www.colorincolorado.org/
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-http://www.online-stopwatch.com/
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-http://www.wida.us/
- Everything ESL - http://www.everythingESL.net
- ELL Tool Box Suggestion Site http://www.wallwisher.com/wall/elltoolbox
- Hope4Education - http://www.hope4education.com
- Learning the Language http://blogs.edweek.org/edweek/learning-the-language/
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: http://www.flenj.org/Publications/?page=135
- OELA - http://www.ed.gov/offices/OBEMLA
- New Jersey Department of Education- Bilingual Education information http://www.state.nj.us/education/bilingual/

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. https://animoto.com
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. http://bookbuilder.cast.org/
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. http://www.cast.org
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. http://www.cosketch.com/
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple

sources together, thus creating an individualized and customized newspaper. http://crayon.net/ Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! http://www.educationoasis.com/printables/graphic-organizers/

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. http://www.edutopia.org/
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. http://edu.glogster.com/?ref=personal
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. http://www.learner.org/interactives/story/index.html
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. http://www.nwp.org
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. http://pacecar.missingmethod.com/