



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Band

Grades 3 - 6

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Approved by the Midland Park Board of Education on
October 7, 2014

Instrumental Music Grades 3-6

Course Description:

Instrumental Music Grades 3-6 will build upon students' knowledge base and skill levels learned in General Music K-2. This course is designed to give students an understanding of how to play a musical instrument, how to read and write music, and how to interpret music as a listener and performer. The predominant theme of this year's study is Performing - a concept that includes not only a demonstration of skills, but also an ability to communicate emotions to an audience through an understanding of music appreciation, interpretation, imagination, and value. Students will participate in a variety of in-class and out-of-class learning activities and public performances, designed to develop musical judgment and imagination that will help them to further grasp this year's theme of study.

Suggested Course Sequence:

Unit 1: *Quarter 1*: 10 weeks

Unit 2: *Quarter 2*: 10 weeks

Unit 3: *Quarter 3*: 10 weeks

Unit 4: *Quarter 4*: 10 weeks

Pre-Requisite: None

Unit Overview			
Content Area:	Instrumental Music		
Unit Title:	Unit 1: Quarter 1		
Target Course/Grade Level:	Recorder and Band 3 rd Grade, 4 th Grade and 5 th & 6 th Grade		
Unit Summary: This unit focuses on the basics of playing an instrument, reading music and large ensemble performance. At the 3 rd and 4 th Grade levels, prior knowledge will be applied to new skills. Prior knowledge and skills will be reviewed at the 5 th & 6 th Grade level. All students will be exposed to higher levels of music and performance expectations than the previous school year.			
21st Century Themes: Students will demonstrate the creative, critical thinking, collaboration and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.			
Learning Targets			
Standards This unit will include components of <i>1.1 The Creative Process</i> : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, <i>1.2 History of the Arts and Culture</i> : All students will understand the role, development, and influence of the arts throughout history and across cultures, <i>1.3 Performance</i> : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and <i>1.4 Aesthetic Responses & Critique Methodologies</i> : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
CPI#	Cumulative Progress Indicator (CPI)		
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.		
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.		
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.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.		
<table border="1"> <tr> <td> Unit Essential Questions <ul style="list-style-type: none"> How do you demonstrate your understanding of the fundamentals of music through performance? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, </td></tr> </table>		Unit Essential Questions <ul style="list-style-type: none"> How do you demonstrate your understanding of the fundamentals of music through performance? 	Unit Enduring Understandings <ul style="list-style-type: none"> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret,
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<ul style="list-style-type: none"> • How do you communicate through the performance of music? • Why do different compositions elicit different emotions and responses? 	<p>appreciate and extract meaning from the arts.</p> <ul style="list-style-type: none"> • Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. • Great art requires skill and discipline to turn notions into a quality product. • Every artist has a style/artistic period.
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Unit Learning Targets

Students will...

- Understand: Properly drawing notes and rests (3rd)
 - Whole, half, quarter
 - Treble and Bass Clef
- Demonstrate: Instrument Carriage and Tone
 - Playing position (3rd and 4th)
 - Proper breathing (3rd and 4th)
 - Embouchure (4th)
 - Posture (4th)
 - Hand positioning (4th)
 - Always play with a good, centered sound (4th)
 - Proper ways to create dynamics with air support (4th)
 - Playing in tune (5th&6th)
 - Using a tuner
 - Tuning by ear
 - Listening to your pitch while you play
- Demonstrate: Reading Music
 - Note values (quarter, half) (3rd)
 - Rest values (quarter, half) (3rd)
 - Reading pitches on the Treble Staff and accompanying fingerings (G, A, B) (3rd)
 - Note Values (whole, half) (4th)
 - Rest Values (whole, half) (4th)
 - Reading pitches on the Staff and accompanying fingerings (Instrument specific) (4th)
 - Time signatures (4/4, 2/4) (3rd and 4th)
 - Dynamics (pp, p, mp, mf, f, ff, crescendo and decrescendo) (4th)
 - Note values (dotted eighth, triplet) (5th&6th)
 - Scales #1 and #2, Video Portfolio (5th&6th)
 - Key Signatures, one flat and one sharp (5th&6th)
- Display Performance skills
 - Round (4th)
 - Playing with proper balance in an ensemble setting with varied types of instruments (5th&6th)
 - Percussion Clinic (if funds available) (4th and 5th&6th)
- Understand the Music of Other Cultures and Music History
 - Life and work of 4 famous composers (3rd)
 - Perform pieces from various cultures (4th)
 - Discuss the history of the instrument they play (4th)
 - Students will play at least one piece per year from another culture (5th&6th)
 - Students will learn about each piece they play and the composer of each piece (5th&6th)

Evidence of Learning

Summative Assessment:

- In-class, small group performances (3rd)
- Individual performance task (4th)
- Concert Performance: "Star Spangled Banner" at Music in the Park (tentative on event schedule) (5th&6th)

Equipment Needed: Appropriate musical literature, Recording devices, instruments, method books, instrumental music supplies, laptop and Interwrite Board

Teacher Resources: Various books on theory, literature, technique and composer intent.

Formative Assessments

- Daily assessment of individual and ensemble achievement. (3rd, 4th, 5th&6th)
- Independent practice: Complete home practice hours (4th, 5th&6th)
- Lessons: evidence of practice, attendance and increased performance ability (4th, 5th&6th)
- Composer of the Week Discussions (3rd)
- Classroom Discussions of music and composers (4th, 5th&6th)
- Portfolio Recordings (5th&6th)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Reading and Writing Music Notations (3 rd)	1 Day
2	Recorder Basics (3 rd)	1 Day
3	Composer of the Week (3 rd)	4 Days
4	The First Notes (3 rd)	4 Days
1	Instrument Basics	2 Days
2	Playing notes, rhythms,	8 Days
1	Sight-Read "Star Spangled Banner" (5 th &6 th)	1 Day
2	Sight-Read Piece #1 (5 th &6 th)	1 Day
3	Sight-Read Piece #2 (5 th &6 th)	1 Day
4	Sight-Read Piece #3 (5 th &6 th)	1 Day
5	Rehearse Piece "Star Spangled Banner" (5 th &6 th)	8 Days
6	Rehearse Piece #1 (5 th &6 th)	8 Days
7	Rehearse Piece #2 (5 th &6 th)	8 Days
8	Rehearse Piece #3 (5 th &6 th)	8 Days
9	Final Prep of "Star Spangled Banner" (5 th &6 th)	1 Day

Teacher Notes:

Music selected for the ensembles should reflect varying styles, interests, and time periods.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

<http://www.state.nj.us/education/cccs/standards/1/>

<http://njcore.org/standards/statestand/12831>

<http://www.jwpepper.com>

Unit Overview	
Content Area:	Instrumental Music
Unit Title:	Unit 2: Quarter 2
Target Course/Grade Level:	Recorder and Band 3 rd Grade, 4 th Grade and 5 th & 6 th Grade
Unit Summary: This unit focuses on more advanced techniques of playing an instrument, reading music and large ensemble performance. At the 3 rd and 4 th Grade levels, prior knowledge will be applied to new skills. Prior knowledge and skills will be reviewed at the 5 th & 6 th Grade level. All students will be exposed to higher levels of music and performance expectations than the previous school year. All students will be exposed to the compositional process and complete tasks to demonstrate their knowledge.	
21st Century Themes: Students will demonstrate the creative, critical thinking, collaboration and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Learning Targets	
Standards This unit will include components of <i>1.1 The Creative Process</i> : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, <i>1.2 History of the Arts and Culture</i> : All students will understand the role, development, and influence of the arts throughout history and across cultures, <i>1.3 Performance</i> : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and <i>1.4 Aesthetic Responses & Critique Methodologies</i> : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
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.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural,

and historical points of view.	
Unit Essential Questions <ul style="list-style-type: none"> How do you demonstrate your understanding of the fundamentals of music through performance? How do you communicate through the performance of music? Why do different compositions elicit different emotions and responses? 	Unit Enduring Understandings <ul style="list-style-type: none"> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. Great art requires skill and discipline to turn notions into a quality product. Every artist has a style/artistic period.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Demonstrate: Instrument Carriage and Tone <ul style="list-style-type: none"> Proper tonguing for articulations (5th&6th) Demonstrate: Reading Music <ul style="list-style-type: none"> Note values (dotted half) (3rd) Rest values (dotted half) (3rd) Reading pitches on the Treble Staff and accompanying fingerings (C, D) (3rd) Repeat Sign (3rd) Note Values (quarter, dotted half) (4th) Rest Values (quarter, dotted half) (4th) Reading pitches on the Staff and accompanying fingerings (Instrument specific) (4th) Time signatures (3/4) (3rd and 4th) Time Signatures (Common time and Cut time) (4th) Divisi and Unison (4th) Fermata (4th) Rehearsal Markings (4th) Scales #3 and #4, Video Portfolio (5th&6th) Key Signatures, two flats and two sharps (5th&6th) Time Signatures (6/8) (5th&6th) Tempo (various tempos) (5th&6th) Articulations (accent, legato, staccato, marcato) (5th&6th) Dynamics (sforzando, subito, diminuendo) (5th&6th) Display Performance skills <ul style="list-style-type: none"> Duet (3rd) Proper Balance (3rd) Playing with proper balance in an ensemble setting (4th) Know where the melody is (4th) Warm-up (4th) Chorale (4th) Composition <ul style="list-style-type: none"> Complete missing measures of a piece (4th) Rhythmic Composition within given parameters (5th&6th) 	
Evidence of Learning	
Summative Assessment: <ul style="list-style-type: none"> In-class, small group performances (3rd) Individual performance task (4th) Concert Performance: Midland Park Tree Lighting (tentative on event schedule) (5th&6th) Concert Performance: Highland School Winter Concert (5th&6th) 	
Equipment Needed:	Appropriate musical literature, Recording devices, instruments, method books, instrumental music supplies, laptop and Interwrite Board

Teacher Resources: Various books on theory, literature, technique and composer intent.

Formative Assessments

- Daily assessment of individual and ensemble achievement. (3rd, 4th, 5th&6th)
- Independent practice: Complete home practice hours (4th, 5th&6th)
- Lessons: evidence of practice, attendance and increased performance ability (4th, 5th&6th)
- Classroom Discussions of music and composers (4th, 5th&6th)
- Portfolio Recordings (5th&6th)
- Completion of Composition Assignments (4th, 5th&6th)

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Learning new notes, rhythms and concepts (3 rd)	10 days
1	Learning new notes, rhythms and concepts (4 th)	10 days
2	Composing measures to complete a song (4 th)	2 days
1	Rehearse Piece "Star Spangled Banner" (5 th &6 th)	8 Days
2	Rehearse Piece #1 (5 th &6 th)	8 Days
3	Rehearse Piece #2 (5 th &6 th)	8 Days
4	Rehearse Piece #3 (5 th &6 th)	8 Days
5	Final Prep of all pieces (5 th &6 th)	2 Days

Teacher Notes:

Music selected for the ensembles should reflect varying styles, interests, and time periods.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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<http://www.jwpepper.com>

Unit Overview	
Content Area:	Instrumental Music
Unit Title:	Unit 3: Quarter 3
Target Course/Grade Level:	Recorder and Band 3 rd Grade, 4 th Grade and 5 th & 6 th Grade
Unit Summary: This unit focuses on more advanced techniques of playing an instrument, reading music and large ensemble performance. All students will be exposed to higher levels of music and performance expectations than the previous school year. All students will be exposed to the compositional process and complete tasks to demonstrate their knowledge. 4 th Grade and 5 th & 6 th Grades will participate in full band and percussion clinics, provided funding and scheduling is available.	
21st Century Themes: Students will demonstrate the creative, critical thinking, collaboration and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Learning Targets	
Standards This unit will include components of <i>1.1 The Creative Process</i> : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, <i>1.2 History of the Arts and Culture</i> : All students will understand the role, development, and influence of the arts throughout history and across cultures, <i>1.3 Performance</i> : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and <i>1.4 Aesthetic Responses & Critique Methodologies</i> : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
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.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural,

and historical points of view.		
Unit Essential Questions <ul style="list-style-type: none"> How do you demonstrate your understanding of the fundamentals of music through performance? How do you communicate through the performance of music? Why do different compositions elicit different emotions and responses? 		Unit Enduring Understandings <ul style="list-style-type: none"> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. Great art requires skill and discipline to turn notions into a quality product. Every artist has a style/artistic period.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> Demonstrate: Instrument Carriage and Tone <ul style="list-style-type: none"> Tonguing while playing ties, slurs and standard notes (4th) Instrument specific exercises for lip slurs, harmonics, articulations and intervals (5th&6th) Demonstrate: Reading Music <ul style="list-style-type: none"> Note values (whole, eighth) (3rd) Rest values (whole, eighth) (3rd) Reading pitches on the Treble Staff and accompanying fingerings (Low E, Low D) (3rd) Tempo (Andante, Moderato, Allegro) (3rd) Note Values (eighth) (4th) Rest Values (eighth) (4th) Reading pitches on the Staff and accompanying fingerings (Instrument specific) (4th) Tie and Slur (4th) Scales #5 and #6, Video Portfolio (5th&6th) Key Signatures, three flats and three sharps (5th&6th) Composition <ul style="list-style-type: none"> Composing Rhythms within set parameters (3rd) Composing Rhythmic Duets (3rd) Compose your own variation on a given theme (4th) Melodic Composition within given parameters (5th&6th) 		
Evidence of Learning		
Summative Assessment: <ul style="list-style-type: none"> In-class, small group performances (3rd) Individual performance task (4th) Composition Assignments (3rd, 4th, 5th&6th) 		
Equipment Needed: Appropriate musical literature, Recording devices, instruments, method books, instrumental music supplies, laptop and Interwrite Board		
Teacher Resources: Various books on theory, literature, technique and composer intent.		
Formative Assessments <ul style="list-style-type: none"> Daily assessment of individual and ensemble achievement. (3rd, 4th, 5th&6th) Independent practice: Complete home practice hours (4th, 5th&6th) Lessons: evidence of practice, attendance and increased performance ability (4th, 5th&6th) Classroom Discussions of music and composers (4th, 5th&6th) Portfolio Recordings (5th&6th) Band Clinic (if funds are available) (4th and 5th&6th) Percussion Clinic 2 (if funds available) (4th and 5th & 6th) 		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Learning new notes, rhythms and concepts (3 rd)	6 days
2	Rhythmic Compositions (3 rd)	4 days

1	Learning new notes, rhythms and concepts (4 th)	9 days
2	Composing original variations on a theme (4 th)	2 days
3	Band Clinic (4 th)	1 day
4	Percussion Clinic (4 th)	1 day
1	Sight-read Piece # 4	1 Days
2	Sight-read Piece #5 (5 th &6 th)	1 Days
3	Sight-read Piece #6 (5 th &6 th)	1 Days
4	Rehearse Piece #4 (5 th &6 th)	6 Days
5	Rehearse Piece #5 (5 th &6 th)	6 Days
6	Rehearse Piece #6 (5 th &6 th)	6 Days
7	Melodic Composition (5 th &6 th)	2 Days
8	Band Clinic (5 th &6 th)	1 Day
9	Percussion Clinic (5 th &6 th)	1 Day

Teacher Notes:

Music selected for the ensembles should reflect varying styles, interests, and time periods.

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

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<http://njcore.org/standards/statestand/12831>

<http://www.jwpepper.com>

Unit Overview	
Content Area:	Instrumental Music
Unit Title:	Unit 4: Quarter 4
Target Course/Grade Level:	Recorder and Band 3 rd Grade, 4 th Grade and 5 th & 6 th Grade
Unit Summary: This unit focuses on more advanced techniques of playing an instrument, reading music and large ensemble performance. All students will be exposed to higher levels of music and performance expectations than the previous unit. All students will be completing performance opportunities and discuss performer and audience behavior. Preparation for summer practice will begin at the end of this unit.	
21st Century Themes: Students will demonstrate the creative, critical thinking, collaboration and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
Learning Targets	
Standards This unit will include components of <i>1.1 The Creative Process</i> : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art, <i>1.2 History of the Arts and Culture</i> : All students will understand the role, development, and influence of the arts throughout history and across cultures, <i>1.3 Performance</i> : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art, and <i>1.4 Aesthetic Responses & Critique Methodologies</i> : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
CPI#	Cumulative Progress Indicator (CPI)
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
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.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

Unit Essential Questions <ul style="list-style-type: none">• How do you demonstrate your understanding of the fundamentals of music through performance?• How do you communicate through the performance of music?• Why do different compositions elicit different emotions and responses?	Unit Enduring Understandings <ul style="list-style-type: none">• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.• Great art requires skill and discipline to turn notions into a quality product.• Every artist has a style/artistic period.	
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none">• Demonstrate: Reading Music<ul style="list-style-type: none">○ Note Values (dotted quarter, single eighth) (4th)○ Rest Values (dotted quarter, single eighth) (4th)○ Reading pitches on the Staff and accompanying fingerings (Instrument specific) (4th)○ Key Signature (Concert Bb Major) (4th)○ Tempo (Largo) (4th)○ One measure repeat sign (4th)○ 1st and 2nd Endings (4th)○ Intervals (very basic discussion) (4th)○ Pick Up Notes (4th)○ Scales #7 and #8, Video Portfolio (5th&6th)○ Key Signatures, four flats and four sharps (5th&6th)• How to play an instrument<ul style="list-style-type: none">○ Instrument Names and defining characteristics (3rd)• Performance<ul style="list-style-type: none">○ Concert Etiquette (3rd)○ Theme and Variations (4th)• Music of Other Cultures/Music History<ul style="list-style-type: none">○ Performance Task: East Africa, West Africa, Australia, Hawaii and Japan (3rd)		
Evidence of Learning		
Summative Assessment: <ul style="list-style-type: none">• In-class, small group performances (3rd)• Individual performance task (4th)• Concert Performance: Open House Performance (3rd)• Concert Performance: Highland School Spring Concert (4th, 5th&6th)• Concert Performance: Band Festival (tentative on event schedule, available funds, bussing availability) (5th&6th)• Performance Task: “Where in the World is Ludwig van Beethoven” (3rd)		
Equipment Needed:	Appropriate musical literature, Recording devices, instruments, method books, instrumental music supplies, laptop and Interwrite Board	
Teacher Resources:	Various books on theory, literature, technique and composer intent.	
Formative Assessments <ul style="list-style-type: none">• Daily assessment of individual and ensemble achievement. (3rd, 4th, 5th&6th)• Independent practice: Complete home practice hours (4th, 5th&6th)• Lessons: evidence of practice, attendance and increased performance ability (4th, 5th&6th)• Portfolio Recordings (5th&6th)		
Lesson Plans		
Lesson #	Lesson Name	Time frame (hours/days)
1	Final Review of all pieces for	3 Days

	performance (3 rd)	
2	How to Play an Instrument (3 rd)	1 Day
3	"Where in the World is Ludwig van Beethoven?" (3 rd)	6 Days
1	Final Review of all pieces for performance (4 th)	4 Days
2	Sight-read "Star Spangled Banner" (4 th)	1 Day
3	Rehearse "Star Spangled Banner" (4 th)	5 Days
1	Final Review of all pieces	4 Days
2	Final Review of all pieces for band festival	2 Days
3	Instrument specific exercises to develop technical skills – chosen based on student ability levels	4 Days

Teacher Notes:

Music selected for the ensembles should reflect varying styles, interests, and time periods.

Curriculum Development Resources

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