Summit Public Schools
Summit, New Jersey
Grade Level / Content Area:

Curriculum

Course Description:
Band (wind and percussion instruments), is offered to fourth and fifth grade students in all elementary schools. The course provides aesthetic and emotional benefits and creates long-lasting social and musical memories. Band offers opportunities for students to develop their musical skills such as improving tone quality and music-reading abilities, developing rhythmic consistency in ensemble performance, and improving their thinking skills. The course encourages the development of sensory skills, an understanding of complex symbol systems and an awareness of one's role within an ensemble. In addition to a 40-minute full ensemble rehearsal once per week, small group lessons (one 30 minute class per week) are provided to enhance each individual's musical development. Through guided and independent practice, performance, and concert attendance, students become familiar with works of noted composers and various styles of contemporary literature. Students are expected to reach a proficiency level on their instrument to enable them to play grades 1 – 1½ (based off of a grade I – VI grading system), as well as have a limited knowledge of the technical skills applicable to their respective instrument. Encouragement is provided to move all students to their highest level of achievement by offering outlets for advanced performances such as the All-City Music Masters Recital and other solo and small group opportunities.

Note: Music performance, as implemented in the band program, is unique in its individual, continuous and progress approach. Students are brought to the next level of mastery at their own pace. This progressive method rewards the student for personal effort and for contributing to the accomplishment of the ensemble. **No prior musical experience is required.**

Standard 1.1
The Creative Process: 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.

Big Ideas: The development and practice of sensory skills, the manipulation and translation of complex symbol systems, and an understanding of the relationship between the component parts and the "whole" within a composition

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
- Is all sound music? - How are sounds and silences organized in various musical forms? - How are half steps and whole steps organized to create a piece of	Students will understand that… - Playing an instrument allows us to communicate without words. - Silence is as important as sound in a musical composition. - Scales and arpeggios are the

music? • How are pitches organized to create harmony?	building blocks of music compositions.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus: • Identify and define elements and principles of music through verbal, written and performed responses • Perform music with an understanding of tone quality, articulation, rhythm, intonation, dynamics and phrasing**.** • Develop and build confidence, pride in accomplishment and self-esteem.
1.1.2.B.1Identify the elements of music in response to aural prompts and Printed music notational systems.	
1.1.2.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	
	Sample Assessments: Students will: • Draw the notes, rests, and symbols previously introduced. • Complete a given melody by filling in the missing notes. • Compose an ending to a given melody. • Identify half-steps and whole steps in a scale
	Instructional Strategies: Interdisciplinary Connections • School wide multicultural programs • Science is used to teach the physics of sound. • Math is used to teach counting in music and is broken down into numerals and fractions. • History is used to make sense of the time and place in which the music is being created. Technology Integration • CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Accent on Achievement listening examples) • Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions

	• Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube) • Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (I.e. smart music, Sibelius) • Camcorder and computer recordings- help students analyze their own strengths and weaknesses. **Media Literacy – All students will access, view, evaluate, produce and respond to print, non-print, and electronic texts and resources.** - Students will begin to explore why editors/composers compose and share different types of music through various forms of media outlets. - Students will demonstrate the ability to decipher which form of media best suits various types of music depending on it's purpose and target audience. (Internet, audio recording, digital media)
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: • Modeling the fundamentals of each instrument • Visual examples of musical concepts • Producing written projects, including simple compositions • Performing supplemental exercises

	and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. • Performing sight-reading challenges. • Differentiation of expectations for performance based on student's readiness level • Demonstrating musical independence and creativity: composition and learning music on their own with supplemental materials

Standard 1.2
History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
Big Ideas: Music is a cumulative discipline drawing its influences from vast cultural and societal influences.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
• How does music universally connect different cultures? • How does music universally connect different time periods? • How does studying different genres help students better understand musical form? • How does the study of different genres help students become authentic performers?	Students will understand that… • Music reflects the character and traditions of different cultures. • Music reflects the different styles, forms and their evolution with in a given time period. • The study of genres and their evolution help them understand and perform music of today.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments

Students will:
 	
1.2.5.A.1-Recognize work of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
 	
1.2.5.A.2-Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
 	
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.
	Instructional Focus:
	• Composers
	• Form
	• Time period
	
	Sample Assessments: Students will…
	
	• Perform music of different forms, composers, and time periods
	• Be able to identify the following forms of music of music. (ABA, rondo, call and response, minuet, waltz, blues, etc…)
	• Recognize musical characteristics from different genres and cultures.
	
	Instructional Strategies:
	  Interdisciplinary Connections
	• School wide multicultural programs
	• Science is used to teach the physics of sound.
	• Math is used to teach counting in music and is broken down into numerals and fractions.
	• History is used to make sense of the time and place in which the music is being created.
	
	  Technology Integration
	• CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Accent on Achievement listening examples)
	• Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
	• Internet & radio – serve as wonderful resources for students
	• to explore and research different musical genres (i.e. You Tube)
	• Musical software programs - used

	for musical arranging, composition, • performance and recording. An essential component to enhance student learning. (I.e. smart music, Sibelius) • Camcorder and computer recordings- help students analyze their own strengths and weaknesses. Global Perspectives • Introducing different cultures, genres, composers, time periods and forms. **Media Literacy - All students will access, view, evaluate, produce and respond to print, non-print, and electronic texts and resources.** - Students will understand the way technology is used in communicating/sharing music around the world (e.g., audio samples on the internet, Youtube performances) - Identify the target audience or occasion a piece of music would be used for. - Identify the central theme or mood that a piece of music portrays. -
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: • Modeling examples of forms/genres as they apply to each instrument • Visual examples of musical concepts

	• Assigning written projects, including simple compositions • Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. • Differentiation of expectations for performance based on student's readiness • Individual or small group performances • Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Standard 1.3
Performance: 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.
Big Ideas: The creation of music requires an understanding and ability to meld tone quality, articulation, rhythm, intonation, dynamics and phrasing**.**

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
- How does learning an instrument or playing in an ensemble make you an intelligent listener? - How does learning music make one culturally aware? - How do I produce a good sound? - How does technique and practice habits affect the ensemble as a whole?	Students will understand that… - Music has different elements that help them develop an appreciation of music and what goes into creating a performance. - There are nuances between different cultures, eras, and genres of music. - Through technique, posture and structured practice they will learn to develop the characteristic tone quality for their instrument.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
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.	- Posture - Practice techniques - Characteristic tone - Culture - Technique - Scales and rudiments - Note reading, symbols and terms - Music theory
1.3.5.B.2- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	Sample Assessments: Students' will… Perform (i.e. concerts, informal peer performance, video taping and recording/analysis of performances.)
1.3.5.B.3- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	Instructional Strategies:
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	Interdisciplinary Connections - School wide multicultural programs - Science is used to teach the physics

	of sound.
	• Math is used to teach counting in music and is broken down into numerals and fractions.
	• History is used to make sense of the time and place in which the music is being created.
	Technology Integration
	• CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Accent on Achievement listening examples)
	• Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
	• Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)
	• Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (I.e. smart music, Sibelius)
	• Camcorder and computer recordings- help students analyze their own strengths and weaknesses.
	Global Perspectives
	• Introducing different cultures, genres, composers, time periods and forms.
	Media Literacy - All students will access, view, evaluate, produce and respond to print, non-print, and electronic texts and resources.
	- Respond to and evaluate the use of illustrations in instrumental method books to support the music students perform.
	- Demonstrate an awareness of different media forms used to

	present and share instrumental music. - Students will demonstrate the ability to decipher which form of media best suits various types of music depending on it's purpose and target audience. (Internet, audio recording, digital media) - Students will understand the way technology is used in communicating/sharing music around the world (e.g., audio samples on the internet, Youtube performances)
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.	The instructor will use any or all of the following methods and techniques to help he/she accomplish the objectives presented above. By modifying instructional techniques, the instructor will provide each student with challenging work based on his or her own readiness level and learning style. The needs of diverse learners are met through the following: A. Modeling the fundamentals of each instrument B. Visual examples of musical concepts C. Assigning written projects, including simple compositions D. Assigning playing assignments that match the concepts being presented in the lesson book and ensemble. E. Providing supplemental exercises and assignments for technical issues such as: breathing, tone, note-reading, fingering, range, etc. F. Encouraging and providing sight-reading challenges. G. Differentiation of expectations for performance based on student's readiness Level

	H. Final culminating public performances with full band twice per year I. Individual or small group performances J. Tapping, clapping and naming notes K. Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

Standard 1.4
Aesthetic Responses & Critique Methodologies: 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.

Big Ideas: Develop an appreciation and understanding of music so that each individual can become an intelligent listener, lifetime consumer and enthusiastic performer

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
• How is creating and performing music different from listening to music? • How is creating and performing music similar to listening to music? • How does an audience evaluate and critique performances? • How does culture affect music? • What makes a significant and meaningful performance? • Reflecting on my concerts and performances, what did I do well and what can I do better?	Students will understand that… • One's perspectives influence historical interpretation of music. • Great music addresses universal themes of human existence. • Music can communicate ideas and feelings. • By assessing their performances and using critical problem solving skills they can enhance future performances as both a performer and audience member.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:
1.4.5.A.1- Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	• Assessment (personal, peer, ensemble, audience member) • Developing awareness of performance practices as it applies to different cultures, genres, and time periods • Modeling characteristic tone, style and techniques specific to individual instruments
1.4.5.A.2- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural and historical points of view.	
1.4.5.A.3- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and from of reference.	Sample Assessments: • Students will critique personal, peer and ensemble performances using appropriate terminology and constructive comments. • Students will create a narrative that demonstrates their emotional understanding of a piece of music.
1.4.5.B.1- Assess the application of the elements of art and principles of design in dance, music, theatre and visual artworks using observable, objective criteria.	
1.4.5.B.2- Use evaluative tools, such as rubrics, for self-assessment and to appraise	Instructional Strategies:

the objectivity of critiques by peers.	Interdisciplinary Connections
	• School wide multicultural programs
1.4.5.B.3- Use discipline-specific arts terminology to evaluate the strengths and weakness of works of dance, music, theatre, and visual art.	• Science is used to teach the physics of sound.
	• Math is used to teach counting in music and is broken down into numerals and fractions.
1.4.5.B.4- Define technical proficiency, using the elements of the arts and principles of design.	• History is used to make sense of the time and place in which the music is being created.
1.4.5.B.5- Distinguish ways in wish individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of work of dance, music, theatre, and visual art.	Technology Integration
	• CD's and DVD's – help demonstrate various instrumental techniques and serve as models for instrumental tone, literature and analysis (i.e. Accent on Achievement listening examples)
	• Metronomes and tuners - help to fine-tune rehearsals and performances as well as practice sessions
	• Internet & radio – serve as wonderful resources for students to explore and research different musical genres (i.e. You Tube)
	• Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (I.e. smart music, Sibelius)
	• Camcorder and computer recordings- help students analyze their own strengths and weaknesses.
	Global Perspectives
	• Differentiating between cultures, genres, composers, time periods and forms.
	Media Literacy - All students will access, view, evaluate, produce and respond to print, non-print, and electronic texts and resources.
	- Students will demonstrate the ability to examine and evaluate the effects of music media on their family, home, and school. They will be able to discuss the importance

	of how media has helped revolutionize the way music is heard and shared around the world. - Identify the central theme or mood that a piece of music portrays. - Identify the target audience or occasion a piece of music would be used for. - Students will demonstrate the ability to decipher which form of media best suits various types of music depending on it's purpose and target audience. (Internet, audio recording, digital media) - Students will understand the way technology is used in communicating/sharing music around the world (e.g., audio samples on the internet, Youtube performances)
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