

Summit Public Schools
Summit, New Jersey
Grade Level: 4th/5th Content Area: Band (Instrumental Music)

Overview:

Band (wind and percussion instruments), is offered to fourth and fifth grade students in all elementary schools. The course creates long-lasting musical experiences, providing a variety of cognitive, physical, aesthetic, social, and emotional benefits. 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 and motor skills, an understanding of complex symbol systems, and an awareness of one's role within an ensemble. In addition to a 30-40 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, rehearsal, and concert performance, students become familiar with works of noted composers and various styles of traditional and 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, Elementary Honors Band, Jazz Ensembles, and other solo and small group opportunities.

Note: Music performance, as implemented in the band program, is unique in its individual, continuous and progressive 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.

Unit 1: Creating & Improvising Melodies	
Big Ideas: <ul style="list-style-type: none">● Generating and Conceptualizing Ideas● Organizing and Developing Ideas● Refining and Completing Products	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? 	<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians work emerge from a variety of sources • Musician's creative choices are influenced by their expertise, context, and expressive intent • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will: 1.3C.12mov.Cr1: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristics of music or texts studied in rehearsal</p> <p>1.3C.12nov.Cr2: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal</p> <p>1.3C.12nov.Cr4(a): Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria</p> <p>1.3C.12nov.Cr4(b): Share personally developed melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> <p>Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Create a melody using the pitches and rhythms previously used in music studied in rehearsal (i.e. the first five notes in quarter, half, and whole notes and/or use pitches and rhythms from traditional melodies from their lesson books). <ul style="list-style-type: none"> ○ Students take turns writing out the pitches they've learned or decided to use ○ Students then each take a turn deciding the rhythmic value of each note ○ Students then decide if they would like to repeat any notes ○ Students then decide if they would like to add any rests between notes ○ Students play and perform the melody they have created <p>Lesson 2:</p> <ul style="list-style-type: none"> • Decide how a created melody can be improved as a group by using the following guided questions: <ul style="list-style-type: none"> ○ Was there something that made it too hard? (like a large interval) ○ Did something sound like it took too long or was too short? ○ Can we hum the melody like we can hum or sing the songs in our lesson book? <p>Lesson 3:</p> <ul style="list-style-type: none"> • Change and develop created melodies as a group, making decisions on both pitch and rhythm <ul style="list-style-type: none"> ○ Each student makes one change to the

<p>and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>melody (either pitch or rhythm)</p> <ul style="list-style-type: none"> ○ Students play through the melody after each change ○ Does this change make the melody better or worse? <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Evaluate and perform a created melody and give it an appropriate title <ul style="list-style-type: none"> ○ Each student comes up with a name and then they vote on which fits the melody the best ○ All students perform the final melody and their work is recorded and shared with parents :)
Differentiation	Assessments

Interdisciplinary Connections

- See curricular addendum

Technology Integration

- See curricular addendum

Media Literacy Integration

- See curricular addendum

Global Perspectives

- See curricular addendum

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Formative Assessments:

- Answer guided questions about created melodies, comparing and contrasting to previous melodies they have played
- Answer guided questions about created melodies regarding technique, their own ability to play it, and musical concepts such as pitch and rhythm
- Perform each melody with correct pitches and rhythms (with good tone & technique)
- Assess and critique changes made to improve performance

Summative Assessments, Projects, and Celebrations:

- Final Composition - Create a final melody or composition with their lesson groups
 - Decide on the melody's final form - why is this the best version?
 - Create a title that fits the melody
 - Perform and Record final melody
 - Share final melodies with the entire band to celebrate!
- Elementary Jazz Band - Students learn to improvise and create melodies in an extra curricular activity before school
 - Students are exposed to jazz and improvisation through listening and selected repertoire
 - Students learn to improvise off a melody by first changing the rhythm, then changing, adding, or removing pitches
 - Students experiment and evaluate what works best for them on their instrument and create their own style
 - Students celebrate their work by improvising during a performance at the spring concert!

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Unit:

Unit 2: Technique & Performance	
Big Ideas: <ul style="list-style-type: none"> ● Selecting, analyzing, and interpreting work ● Developing and refining techniques and models or steps needed to create musical products ● Conveying meaning through art and performance (musicality) 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>

<ul style="list-style-type: none"> • How do performers select repertoire? • How do musicians improve the quality of their performance? • When is a performance ready to present to an audience? How do context and the manner in which the musical work is presented influence audience response? 	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire • To express their musical ideas, musicians analyze, evaluate, and refine their technique and performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence this audience response.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>1.3C.12nov.Pr4(a): Select varied repertoire to study based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble</p> <p>1.3C.12nov.Pr4(b): Demonstrate, using music reading skills how knowledge of formal aspects in musical works inform prepared or improvised performances</p> <p>1.3C.12nov.Pr4(c): Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances</p> <p>1.3C.12nov.Pr5: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>1.3C.12nov.Pr6(a): Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p>1.3C.12nov.Pr6(b): Demonstrate an awareness of the context of the music through prepared and improvised performances</p> <p>Career-Ready Practices</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Produce sound on the selected instrument using appropriate technique, posture, hand positions, and fingerings/slide positions for that instrument <ul style="list-style-type: none"> ○ Students will practice making sounds with the mouthpiece using the correct embouchure to create a characteristic tone ○ Students will practice putting together their selected instrument, holding it, and finger/hand placement for each note with the appropriate posture. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Read and identify pitches on a staff and play/perform them on the selected instrument using correct technique and fingers/slide positions <ul style="list-style-type: none"> ○ Students will identify notes on the staff, say them out-loud while doing fingerings, sing them out-loud, and play/perform exercises, passages, and full repertoire ○ Students will learn one note at a time, adding new notes to notes already learned ○ Students will learn and play their pitches in scales to help learn patterns that will appear in their music and performance repertoire

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 3:

- Read and identify rhythmic notation and symbols and play/perform them in time (steady beat) on the selected instrument
 - Students will count and clap rhythms out loud, tap their foot, and write in counts where appropriate
 - Students will use a metronome or watch/listen to the conductor to help keep a steady beat and play rhythms together with a group/ensemble
 - Students will play and perform rhythms in exercises, single melodies, and concert repertoire

Lesson 4:

- Read, identify, and play musical notation in regards to articulation, technique, and performance style
 - Students will practice each new articulation/style using the correct technique on their instruments
 - Students will play and performs these techniques in exercises, melodies, and concert repertoire

Lesson 5:

- Select repertoire best for performance after sight-reading and playing through a variety of pre-selected pieces
 - Students are given a choice of 5 pieces that they practice and rehearse before selecting 3 for the concert
 - Students decide based on their current ability and skill level, personal musical taste, and what they would like to perform for their audience

Lesson 6:

- Make musical decisions to best improve performance and create the desired audience response
 - Students make musical decisions on where to breathe, how loud or soft certain sections should be, etc to create the desired musical impact

	<ul style="list-style-type: none">○ Students apply these decisions to their final performance in front of an audience
Differentiation	Assessments

Interdisciplinary Connections

- See curricular addendum

Technology Integration

- See curricular addendum

Media Literacy Integration

- See curricular addendum

Global Perspectives

- See curricular addendum

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Formative Assessments:

- Performance in class
 - Students play exercises as a group
 - Students play exercises and musical literature as an ensemble
 - Students perform songs, rhythms, and sections of musical literature on their own
- Performance at concerts
 - Students play and perform musical literature applying all the techniques and skills needed to convey the desired musical outcome to the audience

Summative Assessments, Projects, and Celebrations:

- Performances & Concerts
 - Winter Concert (large ensemble & small group)
 - Spring Concert (large ensemble & small group)
 - Music Masters (solo opportunity)
 - Elementary Honors Band (large ensemble - the largest group yet!)

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 3: Analysis & Response, Self-Reflection & Critique

Big Ideas:

- Perceiving and analyzing products
- Interpreting intent and meaning
- Applying criteria to evaluate products

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

What will students understand about the big ideas?

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (ie., social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music
- Through their use of elements and structure of music, creators and performers can interpret intent and meaning,

	<ul style="list-style-type: none"> The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>Students will:</p> <p>1.3C.12nov.Re7(a): Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context</p> <p>1.3C.12nov.Re7(b): Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music</p> <p>1.3C.12nov.Re8: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).</p> <p>1.3C.12nov.Re9: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> Read and analyze program notes on selected repertoire <ul style="list-style-type: none"> Why did the composer write the piece? Does the piece tell a musical story? What emotions/feelings does this piece convey when you listen to it? What emotions/feelings does this piece convey when you play it? <p>Lesson 2:</p> <ul style="list-style-type: none"> Compare and contrast professional recordings with recordings of performed rehearsal of selected repertoire <ul style="list-style-type: none"> What do we like about the professional recording? What do we not like? What do we like about our recording? What do we not like? What emotions and/or story does the professional recording convey? Do we convey something similar or different? What musical changes or adjustments can we make to better convey the story/desired emotions? <p>Lesson 3:</p> <ul style="list-style-type: none"> Analyze and critique our ensemble performance and re-analyze and critique after watching the performance video. <ul style="list-style-type: none"> Did we convey the desired story or emotions to our audience? What could we have done better or changed to convey our story or emotions further? Did the audience respond the way we expected? <p>Lesson 4:</p> <ul style="list-style-type: none"> Evaluate and reflect on their own performance

CRP12: Work productively in teams while using cultural global competence.

regarding both technique and musicality, as well as their contribution to the ensemble as a whole.

- What did I do well?
- What did I not do well?
- What musical skills can I work on to improve future performance?
- What exercises can I use to practice to complete this goal?
- What can I focus on in rehearsal to contribute more to the overall ensemble and improve my own performance?

Differentiation

Assessments

Interdisciplinary Connections

- See curricular addendum

Technology Integration

- See curricular addendum

Media Literacy Integration

- See curricular addendum

Global Perspectives

- See curricular addendum

Supports for English Language Learners		
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Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Formative Assessments:

- Discuss the meaning of selected repertoire with students through guided questioning & google form surveys
- Discuss the emotions & story we would like to convey to the audience and what musical techniques and choices we can make to achieve those responses through guided questioning

Summative Assessments, Projects, and Celebrations:

- Self-critique after each performance/concert
- Ensemble-critique after each performance/concert
- Self-reflection each marking period on practice and personal performance

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Unit 4: Connecting to Self, Community & Culture

Big Ideas:

- Synthesizing and relating knowledge and personal experiences to create products
- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understandings

What will students understand about the big ideas?

- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:
1.3C.12nov.Cn10: Demonstrate how interests, knowledge,

Lessons

Lesson 1:
• Perform and/or rehearse holiday music that

<p>and skills relate to personal choices and intent when creating, performing, and responding to music</p> <p>1.3C.12nov.Cn11: Demonstrate understanding of relationships between music and the other arts, other disciplines, carried contexts, and daily life</p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>students and community connect to and recognize during the different seasons</p> <ul style="list-style-type: none"> ○ Christmas/Hanukkah ○ Halloween ○ Thanksgiving (Jingle Bells) <p>Lesson 2:</p> <ul style="list-style-type: none"> ● Perform and/or rehearse patriotic music that students and community will respond to, connect with, and recognize. <ul style="list-style-type: none"> ○ America the Beautiful ○ My Country 'Tis of Thee <p>Lesson 3:</p> <ul style="list-style-type: none"> ● Perform and/or rehearse repertoire or melodies selected by the students that they experience in their every day lives <ul style="list-style-type: none"> ○ Movie music ○ Popular music ○ Videogame music <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Discuss and understand the history and context of selected repertoire, how it related to people when it was first released/composed, and how it relates to people now.
<p style="text-align: center;">Differentiation</p>	<p style="text-align: center;">Assessments</p>

Interdisciplinary Connections

- See curricular addendum

Technology Integration

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Media Literacy Integration

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Global Perspectives

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Models & Figures		

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

Formative Assessments:

- Selection of repertoire
- Discussion of the relevance, cultural impact, and historic and personal connections to the repertoire

Summative Assessments, Projects, and Celebrations:

- Performance of the Holiday Concert in December
- Performance of Pop, Movie, and/or Video Game Music at the Spring Concert in June.

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Recommended Texts to Support Units:

- Accent on Achievement Book 1
- Tradition of Excellence Book 1
- Rhythm First - a beginners guide to jazz improvisation
- Hal Leonard Film Favorites & Patriotic Favorites
- JW Pepper Concert Repertoire Grades 0.5 - 1.0

Interdisciplinary Connections

- Math in Rhythm & Time
 - Horizontal / X-axis – represents time Measure – the distance between two things; the amount of something
 - Ruler – used to measure distances and amounts
 - Fraction – note names, values/durations
 - Percent – note names, values/durations
 - Ratio – relative note values
 - Add – ties
 - Multiply – dotted notes (x1.5)
 - Numerator – top number of a time signature
- Math in Pitch & Harmony
 - Graph – used to plot points or specific pitches
 - Vertical / Y-axis – represents specific pitches
 - Distance – vertical distances are intervals
 - Odd / Even – scale degrees make a tertian chord
- Patterns & Form

- Pattern – repeated rhythms or pitches
- Sequence – pattern starting in a different place
- Inversion – pattern turned upside-down
- Reverse – backwards patten, or retrograde
- Multiply note values creates elongation
- Divide note values creates diminution
- Geography
 - Map – visual representation of a complex thing
 - Symbols – visual representation of individual things
 - Coordinates – horizontal and vertical markers
 - Legend – list of symbols to know and understand
- History
 - Timeline – represents time horizontally
 - Biography – information about a person
 - Context – where, when, and why
 - Purpose – the author or composer’s message Influence – the effect of the work
- Reading
 - Following – eyes move left to right / top to bottom
 - Decoding – know that symbols represent sounds
 - Fluency – perform symbols accurately in time
- Language
 - Root-word – part of a word with meaning across disciplines (ex: uni, duo, tri, and oct)
- Composition & Literature
 - Vocabulary – interpret meaning
 - Rhythm & Rhyme – small patterns uniting a work
 - Phrases / Sentences – small section or idea
 - Punctuation – separates small sections
 - Form – organizes ideas
 - Beginning, Middle, End – form of a work
 - Theme & Variation – form of a work
 - Development – an in-depth section of a work
 - Meaning – composer or author’s message
 - Language – lyrics as poetry
- Science of Sound
 - Aerophone – vibrating air (woodwind & brass)
 - Chordophone – vibrating string Idiophone – vibrating instrument (cymbals)
 - Membranophone – vibrating membrane (drums)
 - Electrophone – electronically created sound
 - Amplitude – measures volume
 - Frequency – measures pitch
 - High / Low Frequency – small / large instruments
 - Overtone / Partial / Harmonic – frequencies proportional to a fundamental frequency
 - Timbre – quality of the sound that makes it distinct

- Waveform – visual representation of timbre
- Art Concepts in Music
 - Up / Down – pitch as height; woodwind and piano fingerings mimic melodic height exactly
 - Line / Contour / Shape – connecting the dots (note heads) represents the melodic contour Smooth / Jagged – using intervals of steps / skips
 - Flowing / Interrupted – non / continuous melody
 - Foreground / Background – relative importance
 - Form – organized sections
 - Colors / Shades – sound described as color
 - Affect – the mood or emotions the work induces
- Movement in Music
 - Time – length of time, and speed of pulse
 - Movement – sound as horizontal/vertical, forward/backward, smooth/jagged, large/small
 - Space – music notation represents sounds in space
 - Energy – volume and forward movement in line
 - Muscle Memory – repetitive motion becomes automatic
 - Gross Motor Skills – for marching and percussion
 - Fine Motor Skills – for piano, winds, strings

Technology Integration

- Online resources serve as wonderful tools for students to explore and research different musical genres (i.e. YouTube, Spotify)
- Musical software programs -utilized for musical arranging, composition, performance and recording. An essential component to enhance student learning.
 - Music First
 - Noteflight - music notation software allows students to create or replicate their own musical compositions
 - Practicefirst - allows students to record themselves and get immediate feedback using visuals, wrong note identifiers, rhythmic identifiers, percentages, and scores. Students can also play back their recordings, hear their mistakes, and record again to make adjustments or correct mistakes
 - Sightreading Factory - allows students to preselect a set of skills and generate timed or untimed exercises for sight reading and practice
 - Soundation - allows students to use pre-recorded tracks to create and mix music, as well as edit and mix their own recorded tracks
- Digital video or audio recordings
 - help students analyze and critique their own strengths and weaknesses
 - allow students compare and contrast their own performance to others
- CD's and DVD's
 - 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
 - Provide students with visual and auditory feedback when practicing alone

- Google Suite
 - Google classroom allows students to collaborate, share media, recordings, and listenings, as well as collaborate with the teacher and each other
 - Google forms allows students to answer questions, complete surveys, and reflect and/or critique performances or recordings.

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice music reading, comprehension, and technical skills.

Global Perspectives

- Introduce, practice, play, perform, and listen to musical repertoire from different cultures, genres, composers, time periods and forms