

Summit Public Schools  
Summit, New Jersey  
Grade Level: 6th-8th Content Area: Band (Instrumental Music)

**Overview:**

Band (wind and percussion instruments), is offered to 6th through 8th grade students at Lawton C Johnson Summit Middle School. 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 40-minute full ensemble rehearsal (5 times every 3 weeks) small group lessons (one 49 minute class period/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 1½ - 3 (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 study such as the All-City Music Masters Recital, CJMEA Jr Region 2 ensembles, Stage Band, Jazz-Lab Band, & Pit Orchestra, as well as other solo and small group performance 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, although additional private lessons are recommended to aid in students' progress.*

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

<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians work emerge from a variety of sources</li> <li>• Musician's creative choices are influenced by their expertise, context, and expressive intent</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> </ul>
<b>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</b>	<b>Lessons</b>
<p><b>Students will:</b></p> <p>1.3C.12int.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.12int.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.12int.Cr4(a): Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria</p> <p>1.3C.12int.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><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Create a melody using the pitches and rhythms previously used in music studied in rehearsal (i.e. using a specific scale or key, usually the same as a piece being studied in rehearsal). <ul style="list-style-type: none"> <li>○ Students can experiment with melodies and pitch order using noteflight</li> <li>○ Students can then make decisions about rhythmic value and pitch order</li> <li>○ For more advanced students, they may also add harmony or percussion to their melodies, also using noteflight</li> <li>○ Students can then play their own melody, and if harmony is added can play together with their peers</li> </ul> </li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• Decide how a created melody can be improved by using the following guided questions: <ul style="list-style-type: none"> <li>○ Was there something that made it too hard to play? (i.e. a note out of range of our instruments)</li> <li>○ Did something sound dissonant? Do we want it to sound dissonant? Why does it sound that way?</li> <li>○ Can we hum the melody like we can hum or sing the songs in our lesson book?</li> </ul> </li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>• Layer, transform, and arrange pre-created melodies to create pieces in their entirety using</li> </ul>

<p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence.</p>	<p>Soundation.</p> <ul style="list-style-type: none"> <li>○ Students arrange pre-recorded tracks (they can use default media or their own recordings of themselves)</li> <li>○ Students can layer tracks and make changes after listening and evaluating their own work</li> <li>○ Do these changes make it sound better or worse? Why?</li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>● Evaluate and share a created melody or piece and give it an appropriate title <ul style="list-style-type: none"> <li>○ Students name their pieces and share with the class (either played or performed based on the platform that was used to create it)</li> <li>○ Recordings of the pieces are then evaluated and shared on google classroom/with their parents.</li> </ul> </li> </ul>
<p><b>Differentiation</b></p>	<p><b>Assessments</b></p>

**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/pieces, comparing and contrasting to current or previous pieces 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 the work as a whole and overall performance

**Summative Assessments, Projects, and Celebrations:**

- Final Composition - Create a melody/piece using either noteflight or soundation
  - Decide on the melody/pieces final form - why is this the best version?
  - Perform/Record final melody
  - Share final melodies/pieces with the entire band to celebrate!
- Jazz Lab Band - Students learn to improvise and create melodies in an extracurricular 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 District Arts Festival (Music Marathon)

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

<ul style="list-style-type: none"> <li>• How do performers select repertoire?</li> <li>• How do musicians improve the quality of their performance?</li> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• 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.</li> </ul>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p><b>Students will:</b></p> <p>1.3C.12int.Pr4(a): Select varied repertoire to study based on music reading skills, an understanding of formal design in the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12int.Pr4(b): Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>1.3C.12int.Pr4(c): Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>1.3C.12int.Pr5: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>1.3C.12int.Pr6(a): . Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>1.3C.12int.Pr6(b): Demonstrate an understanding of the context of the music through prepared and improvised</p>	<p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Students will perform melodies and pieces with a characteristic tone for their instrument with the correct instrument</li> <li>○ Students will practice using long tone exercises, and finger/slide technique exercises to advance their motor skills and further their playing abilities</li> </ul> </li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Students will identify and play notes on a staff within the appropriate range for their instrument</li> <li>○ Students will learn chromatic pitches and the appropriate fingerings/slide positions for each note</li> <li>○ Students will identify keys and be able to play the corresponding scales up to 3 sharps and 3 flats.</li> </ul> </li> </ul> <p><b>Lesson 3:</b></p>

performances.

### **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 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.

- 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
  - 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
  - Spring Concert
  - Music Masters (8th grade)
  - Elementary Honors Band (6th grade)
  - District Arts Festival (8th grade, Stage Band, Jazz Lab Band)
  - High Note Festival (Stage Band)
  - CJMEA Festival (7th & 8th grade)

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

**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		
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:**

- 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.12int.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.12int.Cn11: Demonstrate understanding of relationships between music and the other arts, other disciplines, carried contexts, and daily life</p> <p><b>Career-Ready Practices</b></p> <p><b>CRP1:</b> Act as a responsible and contributing citizen and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> 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"> <li>○ Christmas/Hanukkah</li> <li>○ Halloween</li> </ul> <p><b>Lesson 2:</b></p> <ul style="list-style-type: none"> <li>● Perform and/or rehearse patriotic music that students and community will respond to, connect with, and recognize. <ul style="list-style-type: none"> <li>○ Star Spangled Banner</li> <li>○ Armed Forces Salute</li> </ul> </li> </ul> <p><b>Lesson 3:</b></p> <ul style="list-style-type: none"> <li>● 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"> <li>○ Movie music</li> <li>○ Popular music</li> <li>○ Videogame music</li> </ul> </li> </ul> <p><b>Lesson 4:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p style="text-align: center;"><b>Differentiation</b></p>	<p style="text-align: center;"><b>Assessments</b></p>

**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:**

- 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 Concerts in December
- Performance of Pop, Movie, and/or Video Game Music at the Spring Concerts in May.
- Performance of patriotic music for Flag Day
- Performance of pop and circumstance at 8th grade graduation



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