Summit Public Schools
Summit, New Jersey
Curriculum:
Lawton C. Johnson Summit Middle School
Grade Level: 6th - 8th
Length of Course: Full Year
Content Area: Band

Revised: August 2019
by Alex Bocchino

Course Description:

Band: (wind and percussion instruments)

The Lawton C. Johnson Summit Middle School Bands are full-year elective performance classes available to all students in 6th, 7th, and 8th grades. Each band is separated by grade, resulting in three individual ensembles comprised of students from each respective grade level.

Each grade level ensemble meets five times every three weeks, per the Band, Orchestra, and Chorus (BOC) schedule. Band offers opportunities for students to develop their musical skills such as: technical proficiency, tone quality, music-reading, rhythmic consistency, as well as enhancing their creative and critical thinking skills. This course encourages the development of sensory skills, an understanding of complex symbol systems, and an awareness of one's role within an ensemble; great emphasis is placed on teamwork and group achievement. Students will also develop a greater awareness of various cultures by performing a diverse repertoire of music.

In addition to a 49-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, rehearsals, and performances students become familiar with the music of noted composers and various styles of traditional and contemporary literature. Students are expected to reach a proficiency level on their instrument enabling them to play grades 1½ -3 (based off of a 1 – 6 grading system), as well as to have the ability and 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 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.* **Prior musical experience is helpful although students without experience can participate.**

Shared Chorus: LCJSMS offers Shared Chorus in grades 6, 7 and 8 for students that prefer to participate in both instrumental and vocal music ensembles. Students who elect to participate in Shared Chorus, do so by alternating between instrumental lessons & chorus lessons. Students are encouraged to participate in chorus for all three years of their middle school career, although students may join at the beginning of any academic year, regardless of prior experience. The choral program is built around two grade level concert performances. These performances provide an authentic assessment for which students are prepared for and measured by.

Anchor Standards for Visual and Performing Arts

- **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.
- **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.
- **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.
- **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.

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:
- Review and expand knowledge of the foundational elements of music.
- Understand the creative process as it relates to various works of diverse band literature.
- Consider which music elements have a direct impact on a solo or group performance.
- Demonstrate the basic concepts of meter, rhythm, pitch, intervals, chords, melody, harmony, ear training and listening skills.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	Enduring Understandings *What will students understand about the big ideas?*
- How can understanding of the fundamental building blocks of music (melody, harmony, meter, tonality, rhythm) improve our music making? - What are the tools that will support a student's ability to sight-read a song or musical examples? - What musical elements enable composers to create interesting and impactful band music?	- Having a fundamental understanding of melody, harmony, meter, tonality and rhythm is imperative to learning music efficiently and effectively. - Consider a wide variety of band music and the compositional techniques used to create them. - Basic composition and musical improv techniques. - Improve the ability to sight read a wide variety

● How can a student draw from the foundational elements of music to independently sight read a piece of music individually or within the large ensemble?	of music and musical examples.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	**Instructional Focus:** ● Through the performance of various pieces, students will explore both the uniqueness and unifying components of music. ● Develop awareness of the particular musical characteristics of each piece can improve learning and performance. ● Understand compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western works from different historical eras using active listening and by reading and interpreting written scores.	
1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions	

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and	Modified assessment grading

Instructional Strategies:
● Rehearse and perform a variety of styles and genres within both traditional and contemporary musical literature.
● Identify musical elements & concepts (such as key, rhythms, articulations, etc) within each musical composition
● Create, analyze, and make musical decisions utilizing these musical concepts
● Synthesise the elements of music to enhance performance, rehearsal, technical ability, and musical understanding.

Sample Assessments:
Students will:
● Demonstrate the ability to identify key components of traditional and contemporary music..
● Create short melodies incorporating compositional techniques used in various genres and cultures.
● Recognize key differences through sample listening assignments.
● Analyze musical excerpts

Technology Integration:
● Online resources serve as wonderful tools for students to explore and research different musical genres (i.e. YouTube, Spotify)

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	semantic mapping	

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.

- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. MusicFirst, Noteflight)
- Digital recordings- help students analyze and critique their own strengths and weaknesses.
- Recorded examples enhance students' learning by providing musical samples of each culture and genre's music. Students can begin to draw their own conclusions by listening to recorded samples of music.

21st Century Skills:
- **Creativity and Innovation:** How can exposure and articulation of diverse repertoire inspire one's own creative expression and desire to innovate?
- **Critical Thinking and Problem Solving:** What are the challenges that musicians face while learning, interpreting and performing varied choral works? How can collaboration solve these struggles collectively and as an individual?
- **Communication and Collaboration:** How does a common musical language enrich a large choral ensemble? What skills are necessary to collaborate successfully?
- **Information Literacy:** How do diverse pieces of music and trends reflect cultural traditions and periods in history?
- **Media Literacy:** How does the media shape one's own perspective of a piece of music or performance?
- **Life and Career Skills:** What careers are currently available in music?

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. Listening and performing examples of each instrument and musical genre.
B. Visual examples of musical forms (ex. ABA, Rondo)
C. Producing written projects and compositions reflecting the style of various cultures and genres.

	D. Using multimedia, students will research and create presentations/posters on music of different cultures and link their findings to literature the are currently studying.

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: ● Explore the distinct characteristics of music from various time periods, styles and cultures while periodically discussing the impact and influence of the diverse repertoire. ● Identify the time period, style or culture of a musical work by using the distinct contextual clues correlated with each type of composition. ● Consider the impact and influence that music has as it relates to culture and time period.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How has the proliferation of music recordings influenced the evolution of music? ● How has the accessibility of recordings and videos on the internet influenced the way we learn and listen to music of different cultures and genres. ● How is music a direct reflection of events in a given time period? ● How have specific time periods/genres been influenced by composers and their music? ● How has the evolution of specific instruments/technologies helped to influence new compositional methods?	● Identify musical recordings/media that have radically changed the way music is listened to, created and interpreted across cultures. ● Identify composers who have been traditionally influenced by their surroundings (political, social and religious) and their music contains elements of their time periods. ● Understand and recognize the evolution of new and improved instruments (addition of the saxophone/keyboard/electric guitars, and electronics to improve instrumental tone and intonation) ● Perform music that has evolved, affected, and changed the way we view music today, as well as taking musical risks while exposing students to new and contemporary literature.
Areas of Focus: Proficiencies **(Cumulative Progress Indicators)**	**Examples, Outcomes, Assessments**
Students will:	Instructional Focus:

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
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.
1.2.8.A.3 Analyze the social, historical, and political impact of artist on culture and the impact of culture on the arts.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group
Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

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Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

- Through the performance of music from a variety of cultures, students will be able to identify, compare and contrast, and analyze a variety of musical styles and genres.
- Through the performance of music from varied time periods, students will understand the evolution of musical concepts, instrumentation, orchestration, and the music-making process.
- Through the integration and performance of new and contemporary music, students will be exposed to new aspects of the musical world and will be able to participate in a life-long music making journey.

Instructional Strategies:
- Utilize technology to enhance musical understanding of the literature across all cultures and time periods. (Recordings/videos/electronics)
- Play and perform pieces from diverse and significant historical time periods.
- Analyze, compare and contrast music of different genres, cultures, and time periods.
- Identify the evolution of instruments and electronics and how it has impacted the music of today.

Sample Assessments: Students will…
- Compare, contrast and analyze music from different historical time periods and discuss how the composers and their music have been directly influenced by their cultural surroundings.
- Recognize and identify musical characteristics from various genres and cultures.
- Perform music of a variety of cultures, genres, time-periods, and styles.

Interdisciplinary Connections
- Perform at school-wide multicultural programs
- Partner with Science class to teach the physics of sound.
- Incorporate History to make sense of the time and place in which the music is being created.
- Understand the geographical location of where music was created to help students understand and make connections about music and its geographical influences.

Technology Integration

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.	● Online resources serve as wonderful tools for students to explore and research different musical genres (i.e. YouTube, Spotify) ● Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. MusicFirst, Noteflight) ● Digital recordings- help students analyze their critique their own strengths and weaknesses. ● CD's and DVD's enhance students' learning by providing musical samples of each culture and genre's music. Students can begin to draw their own conclusions by listening to recorded samples of music. Global Perspectives ● Introducing various cultures, genres, composers, time periods and forms. ● The evolution of instruments and compositional forms have directly influenced all music of today.
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 examples of forms/genres as they apply to 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. Differentiation of expectations for performance based on a student's readiness F. Individual or small group performances G. Encouraging musical independence and creativity: composition and learning music on their own with supplemental materials

<table>
<tr><td colspan="2" align="center">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.</td></tr>
<tr><td colspan="2">Big Ideas:

Create original works of music.
Utilize technique and musicianship to best interpret diverse repertoire.
Demonstrate musical mastery by performing diverse repertoire for peers and the surrounding community.
Self reflect and debrief performances with peers to continue the growth mindset by using feedback and insight to enhance future performances .
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<tr>
<td align="center">Essential Questions
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></td>
<td align="center">Enduring Understandings
<i>What will students understand about the big ideas?</i></td>
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What process is involved when creating and performing an original piece of music?
What impact do various techniques have upon the musical choices made when creating and interpreting a wide variety of music?
How does performing in front of an audience impact the execution of diverse repertoire? Does the audience encourage musical growth by their positive reactions and applause? Does the audience cause hesitation as young artists take new risks in front of a live audience?
What was learned through performing in a concert setting? What were the musical strengths? What could be done differently for the next performance?

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<td>
Students will understand that…

when creating an original piece of music many musical techniques are utilized.
every performance is an opportunity to inspire and influence those in attendance, but also that the performers can be inspired and elevated by the audience reactions.
the creative process is never-ending. Therefore, self evaluation and reflection are important to the continued growth of the individual musician and overall group.

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<tr>
<td align="center">Areas of Focus: Proficiencies
(Cumulative Progress Indicators)</td>
<td align="center">Examples, Outcomes, Assessments</td>
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Students will:

1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

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.

1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Career-Ready Practices
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
</td>
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Instructional Focus: (Give specific samples)

Posture & Breathing
Practice techniques
Intonation
Characteristic tone
Technical ability/motor skills
Scales and rudiments
Note reading, symbols and terms
Music theory and analysis

Sample Assessments: students will…

Perform (i.e. concerts, informal peer performance,digital-recording and analysis of performances.)

Instructional Strategies:

Practice and demonstrate appropriate musical skills for performing a variety of select literature using scales, rudiments, and lesson books.

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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.

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
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Magazines & newspapers	Timelines	structures
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from https://wida.wisc.edu

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews,	Modified assessment grading

- Recognize & analyze musical writing, symbols, and terms within the music that is being played and/or performed
- Perform musical works that have a variety of techniques, styles, and interpretations.
- Practice and perform musical works that will allow students to improve both their technical ability level as well as their musical understanding.

Interdisciplinary Connections

- Perform at school-wide multicultural programs
- Partner with Science class to teach the physics of sound.
- Incorporate History to make sense of the time and place in which the music is being created.
- Understand the geographical location of where music was created to help students understand and make connections about music and its geographical influences.

Technology Integration
- Online resources serve as wonderful tools for students to explore and research different musical genres (i.e. YouTube, Spotify)
- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. MusicFirst, Noteflight)
- Digital recordings- help students analyze their critique their own strengths and weaknesses.
- CD's and DVD's enhance students' learning by providing musical samples of each culture and genre's music. Students can begin to draw their own conclusions by listening to recorded samples of music.

Global Perspectives
- Introducing different cultures, genres, composers, time periods and forms.

	anticipatory guides, and semantic mapping	

| 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. Assign performance assessments 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 throughout the year.
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:
- Understand core characteristics of certain works of art from a variety of time periods and cultures.
- Discuss and evaluate a wide variety of band music and performances (including their own).
- Critique musical examples using music terminology and vocabulary to describe and justify an opinion of each musical work.
- Reinforce and utilize the music theory concepts of pitch, rhythm, music notation, form, ear training and expand music specific vocabulary.

Essential Questions	Enduring Understandings
What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
- Why is music such an important part of a country's culture? - How does music socially and emotionally affect different cultures? - Does music always change with current trends? - How and why does society continue to redefine what is considered "good" music? - How can music reflect the values and beliefs of a given culture? - How does contemporary music and music of other cultures push the boundaries of what the western world considers "traditional" music?	Students will be able to - Evaluate and critique their own performances. - Utilize the arts to tell and preserve the story of a culture's history, beliefs, celebrations and everyday life. - Identify and understand how music is passed on through generations and is embedded in a culture's history - Identify how music is directly affected by cultural trends and innovations. - Understand how contemporary music as well as music of other cultures can have different connotations and interpretations based on one's own experiences and perspectives.

Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus:
1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	- Introduce music from many different cultures and have students compare and contrast them. (Global music presentations) - Play, compare, contrast, and discuss various styles and genres of music - Explore how music in America has evolved and analyze its progression to the music we hear and play today. - Analyze how technology has played a critical role in the evolution of musical techniques, styles, and genres.
1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	
1.4.8.A.3 Distinguish among artistic styles, trends and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	
1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	Instructional Strategies Compare and contrast music that is being performed and played through class discussions and questioning

1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.

1.4.8.A.6 Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

Career-Ready Practices
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CRP2: Apply appropriate academic and technical skills.
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Instructional Strategies:
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Differentiation Strategies:

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

- Analyze music that is being performed and played, identifying different sections, styles, and techniques used within a piece
- Analyze and differentiate music from a variety of styles, genres, and time-periods
- Make musical decisions within a piece to help determine and develop phrasing, balance, and dynamics.
- Determine the style of a piece by analyzing its history and musical markings, making judgements based on the synthesis of each student's individual musical understanding.

Sample Assessments:
- Students will be able to compare and contrast music of various cultures, and genres.
- Students will utilize online resources to research musical samples from various time periods as it relates to music performed in band.
- Students will discuss the importance of expanding their repertoire of music to learn about various cultures, traditions, and history.
- Students will analyze the importance of performing music from various styles.
- Students will compose a piece of music in the style of a given culture or genre.

Interdisciplinary Connections
- School wide multicultural programs
- History can be used to make sense of the time and place in which the music is being created.
- Geography can help students to understand where each country is and help them make connections about music and its geographical influences).

Technology Integration
- Online resources serve as wonderful tools for students to explore and research different musical genres (i.e. YouTube, Spotify)
- Musical software programs - used for musical arranging, composition, performance and recording. An essential component to enhance student learning. (i.e. MusicFirst, Noteflight)
- Digital recordings- help students analyze their critique their own strengths and weaknesses.
- CD's and DVD's enhance students' learning by providing musical samples of each culture and genre's music. Students can begin to draw their

			own conclusions by listening to recorded samples of music.
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials	Global Perspectives ● Differentiating between cultures, genres, composers, time periods and forms. ● Students will begin to develop an "ear" for different culture's musical sounds and instruments. ● Students will begin to piece together how different cultures and genres have evolved; specifically in the last 500 years.
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need	
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading	

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. Students will perform, analyze music from various cultures around the world. B. Students will make musical decisions based on their own musical knowledge and understanding of the piece being performed C. Students will listen to a variety of musical styles and discuss their differences and similarities. D. Creating assignments and discussions that ask students to use their knowledge (and research) on given culture's music. E. Using technology (CDs, DVDs, internet, Youtube…) to demonstrate examples of different cultural music. This will be directly related to a concert presentation on world music. (To be completed in either 6,7 or 8th grade) F. Exposing students to various cultures, styles, and genres of music.

Texts and Resources:

Music First: Software suite allowing students to work on various aspects of their musicianship such as sight reading, ear training, and composing.

Accent on Achievement Band Method: Utilized in band and small group lessons in order to effectively improve individual and group technical and musical achievement.

Teaching Music Through Performances In Band: A resource for band directors. This series highlights many of the best works in band literature by difficulty. Each work has a detailed analysis by a well known conductor. High quality recordings are also included.

The National Association for Music Education - http://www.nafme.org/

The New Jersey Music Educators Association - http://www.njmea.org/

Summit Public Schools
Summit, New Jersey

<u>Curricular Addendum</u>

| **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. | **Interdisciplinary Connections**
● Close Reading of works of art, music lyrics, videos, and advertisements
● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes

Technology Integration
<u>Ongoing:</u>
● Listen to books on CDs, Playaways, videos, or podcasts if available.
● Use document camera or overhead projector for shared reading of texts.

<u>Other:</u>
● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
● Use available technology to create concept maps of unit learning. |

Instructional Strategies:
Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from https://wida.wisc.edu

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

Global Perspectives
- The Global Learning Resource Library

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading