

Elementary Band Overview

Content Area: **Music**
Course(s): **MUSIC-4**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

Students are given the opportunity to study band instruments (flute, clarinet, alto saxophone, trumpet, trombone, baritone, percussion) beginning in grade 5. Lessons are provided on a weekly basis for 40 minutes on a rotating basis. Students attend their lessons with the other students who play the same instrument.

A full band experience will be provided with a winter school concert, spring school concert and an all-district band concert.

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COURSE BENCHMARK OBJECTIVES

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Students will demonstrate knowledge and ability of specific techniques required for proper performance (1.3.5.B.1) (M). Students will study and perform increasingly complex literature, independently and in groups, while learning the basic parameters of ensemble playing and expression. Individuals will be encouraged to foster musical growth through participation in supplemental performance opportunities (1.3.5.B.4) (M).

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy		7. World Languages	S		
4. Mathematics		8. Technology Literacy	S		

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Textbooks and other resources

COURSE RESOURCES

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1. Selected Etude Books
2. Selected standard band literature
3. Metronome
4. Electric Tuner
5. Supplemental Study Sheets
6. Scale Sheets
7. Audio-visual materials- compact discs, digital recordings, DVD, TV, DVD Player, video recording equipment, digital audio recorder, compact disc player, computer
8. Piano
9. Music Stands
10. Storage facilities to accommodate all of the equipment listed above
11. Computer, scanner and printer with appropriate software
13. Appropriate sound system and microphones.
14. Adequate amount of appropriate music and supplies
15. Adequate Inventory of Instruments

Standards

COURSE SCOPE AND SEQUENCE CHART

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit 1. <u>Introduction to the Instrument</u> : Master assembly of instrument, begin to develop proper tone production; begin to read simple rhythmic and melodic notation; develop effective practice techniques.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.4.5.B.2 (M) 8.1.4.A.5 (D) 9.1.4.C.1 (D) 9.1.4.F.1 (D)	1	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 2. <u>Beginning Ensemble Playing/ Skill Development</u> : Begin to work on proper playing and listening techniques; musicianship; concert etiquette; identify and interpret musical vocabulary and terminology.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.4.5.B.1 (M) 1.4.5.B.2 (M) 1.4.5.B.3 (M) 1.4.5.B.4 (M) 7.1.NM.A.2 (D) 8.1.4.A.5 (D) 9.1.4.C.1 (D) 9.1.4.F.1 (D)	2	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment
Unit 3. <u>Technical/Interpretive Development</u> : Ongoing technique development; interpret conducting gestures; understand the role of a performer within the ensemble; beginning expressive playing.	1.1.5.B.1 (M) 1.1.5.B.2 (M) 1.3.5.B.1 (M) 1.3.5.B.3 (M) 1.4.5.A.1 (M)	3	Ongoing	Performance Assessments Student Self Assessment Student Peer Assessment

	1.4.5.B.1 (M)			
	1.4.5.B.2 (M)			
	1.4.5.B.3 (M)			
	1.4.5.B.4 (M)			
	7.1.NM.A.2 (D)			
	8.1.4.A.5 (D)			
	9.1.4.C.1 (D)			
	9.1.4.F.1 (D)			
Unit 4. <u>Intermediate Ensemble Playing/ Skill Development</u> : Identify, analyze and perform repertoire representative of differing genres, cultures and historical periods. Move towards intermediate level of technical and expressive playing.	1.1.5.B.1 (M)	4	Ongoing	Performance Assessments
	1.1.5.B.2 (M)			
	1.2.5.A.1 (M)			Student Self Assessment
	1.2.5.A.2 (M)			Student Peer Assessment
	1.2.5.A.3 (M)			
	1.3.5.B.1 (M)			
	1.3.5.B.3 (M)			
	1.3.5.B.4 (M)			
	1.4.5.A.1 (M)			
	1.4.5.A.2 (M)			
	1.4.5.B.1 (M)			
	1.4.5.B.2 (M)			
	1.4.5.B.3 (M)			
	1.4.5.B.4 (M)			
	7.1.NM.A.2 (D)			
	8.1.4.A.5 (D)			
	9.1.4.C.1 (D)			
	9.1.4.F.1 (D)			

WL.7.1.NM.A.2

Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Attendance: class, extra rehearsals, performance
- Class preparation: music, instrument, accessories

In terms of proficiency level the East Brunswick grades equate to:

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|---|----------------------------------|
| 4 | Exceeds standard |
| 3 | Meets standard (proficient) |
| 2 | Making progress towards standard |

COURSE EVALUATION

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In Instrumental Music (Band) 5, a minimum of 95% of all pupils will achieve at least minimum proficiency (2 or better) relative to the NJSLs set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual Units and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details**Instrumental Music (Band) Grade 5 All Elementary Schools**

Projected Number of Students	School #’s	Course Level	Course Length	Grade Level	Credits	Min. Per Elective/ Week	Initial Course Adopted
240	AE	A	F	5	0.00	40 Required E	04/21/1986