



Green Brook Township School District

Instrumental Music Curriculum Level 1

Middle School, Visual & Performing Arts, District Middle Curriculum



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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Instrument Assembly and Basics (Gr. 4)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: Instrument Assembly and Basics (Gr. 4) (Week 6, 6 Weeks) 

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit	Essential Questions
<p>Students will learn to assemble and disassemble their instruments correctly. They will then learn the basics of the music staff, including three basic note values (whole note, half note, and quarter note). The students will also learn how to play the pitches of concert F, Eb, D, C, Bb.</p>	<ol style="list-style-type: none"> 1) How many beats do quarter notes, half notes, and whole notes receive? 2) How do you know how many to fit in each measure? 3) How can this knowledge be applied to situations outside of the classroom?
<p>Knowledge</p>	<p>Skills</p>

Students will know

1. how to assemble their instruments.
2. what the staff is and how it is affected by the clef.
3. how many beats the following note values receive: quarter note, half note, and whole note.
4. how to play the following pitches: Concert Bb, C, D, Eb, F.

Students will be able to

- A. demonstrate how to assemble their instrument and be able to explain the effect on the playability of their instrument.
- B. explain the clef and its effect on the staff.
- C. demonstrate counting rhythmic examples and playing the note values using the pitches they have learned.
- D. demonstrate the notes they have learned on their instruments, and use them within the note values they have learned.

Assessments

Have you played another instrument?

Diagnostic: Other written assessments

Students will write about their prior experience, if any, with playing a musical instrument.

1.4.5.B2

Assembly/Disassembly of Instrument

Formative: Exhibition

Students will demonstrate the assembly/disassembly of their instrument.

1.4.5.B2

Half Notes

Formative: Exhibition

Students will demonstrate playing half notes, as well as combinations of whole notes and half notes.

Whole Note Examples

Formative: Exhibition

Students will demonstrate playing examples containing whole notes.

1.1.5.B1

1.1.5.B2

1.3.5.B1

1.4.5.B2

Half Notes

Formative: Exhibition

Students will be able to play examples containing half notes, as well as examples containing both half notes and whole notes.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B1
- 1.4.5.B2

Quarter Note Examples

Formative: Exhibition

Students will be able to play examples containing quarter notes, as well as examples containing all three note values learned.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B1
- 1.4.5.B2

Unit Test

Summative: Exhibition

Students will be tested on all content learned in the unit.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B2
- 1.4.5.B2

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<ul style="list-style-type: none"> • Assembling/Disassembling of instruments • Holding and producing sound on the instrument • Whole note examples, half note and quarter note exercises • "Hot Cross Buns": Uses all note values and Concert Pitches of Bb, C, and D • "Easy Street" (Concert Eb) • "Gettin' It Together" (Concert F) 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability. • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play challenging examples. • Practice song rhythm sequences on one note first, and then work on changing pitches over the rhythmic sequence.
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>Sound production and Pitch (Science)</p> <p>Note Reading (Vocal Music)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

Note Values (Vocal Music, Math)

Background on Instrument (Social Studies)

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Repeats, Solo/Soli/Tutti, Concert A and G (Gr. 4)



Middle School, Visual & Performing Arts, District Middle Curriculum

Unit: Repeats, Solo/Soli/Tutti, Concert A and G (Gr. 4) (Week 12, 6 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.
- 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.

Description of Unit

Students will learn to demonstrate how to approach an example that contains a repeat sign. The terms solo, soli, and tutti will be introduced, and they will be applied while playing specific music examples containing these terms. The students will learn how to play the pitches of concert A and G on their respective instruments. The students will be introduced to divisi and will learn how to read two instrumental parts on the same staff.

Essential Questions

- 1) How can the knowledge of the terms repeat sign, divisi, solo, soli, and tutti apply to music beyond the classroom?
- 2) How can understanding the concept of concert pitch enhance a person's knowledge of other instruments?

Knowledge

Students will know:

Skills

Students will be able to

- 1)how to play using the repeat sign.
- 2)the difference between solo, soli, and tutti.
- 3)the fingering for Concert A.
- 4)the fingering for Concert G.
- 5)how to approach playing a song in divisi and read the correct line of the two contained on the same staff.

- A. demonstrate how to execute the repeat correctly.
- B. play at the correct point given the following terms within an example: solo, soli, and tutti.
- C. demonstrate playing and using the correct fingering for Concert G on their instrument.
- D. demonstrate playing and using the correct fingering for Concert A on their instruments.
- E. demonstrate playing a song that is writtin in divisi form.

Assessments

Pre-Assessment

Diagnostic: Other written assessments

Students use prior knowledge to attempt to define repeat, solo, soli, and tutti.

1.1.5.B1

Repeat, Solo/Soli and Tutti Examples

Formative: Exhibition

Song of the Fjords, which contains the terms solo, soli, and tutti as well as a repeat sign.

1.1.5.B1

1.1.5.B2

1.3.5.B1

1.3.5.B4

Pre-Assessment

Diagnostic: Other oral assessments

The students describe the fingering for Concert G for their respective instrument.

1.1.5.B1

1.1.5.B2

Repeat, Solo, Soli, Tutti Performance

Formative: Exhibition

Students demonstrate "Song of the Fjords", "Good King Wenceslas", "Merrily We Roll Along", and "Lightly Row" from previous week's lesson.

1.1.5.B1

1.1.5.B2

- 1.3.5.B1
- 1.3.5.B4

Pre-Assessment

Diagnostic: Other written assessments

Students describe in written form the fingering for Concert A on their instrument.

- 1.1.5.B1

Review of Repeat, Solo/Soli, Tutti, Concert A, and Concert G

Formative: Exhibition

"Sweetly Sings the Donkey", "Mary Ann", and "Crusader's March" review all terms and notes in the unit except for divisi.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B1

Divisi (Jingle Bells)

Formative: Exhibition

Students play "Jingle Bells" reading one of the two lines on the staff.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B1

Test for Repeat Sign, Solo/Soli, Tutti, Divisi, Concert A and G Unit

Summative: Exhibition

Students will be asked to play examples that incorporate the repeat sign, solo/soli, tutti, the pitches of Concert A and G, and divisi, as well as define the terms in written form.

- 1.1.5.B1
- 1.1.5.B2
- 1.3.5.B1
- 1.3.5.B4

Activities

- "Song of the Fjords", which contains solo/soli and tutti sections as well as a repeat ("Good King Wenceslas" can be substituted)
- "Merrily We Roll Along and Lightly Row" for use of the repeat
- Play through "Mary Ann Crusader's March" to review repeat, solo/soli, tutti, pitches of Concert A and G

Activities to Differentiate Instruction

- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will be given a more challenging example to play.

- "Jingle Bells" to practice reading divisi

- Students experiencing difficulty with divisi section will either write out the top line notes, or focus on reading the top note.

Integrated/Cross-Disciplinary Instruction	Resources
Sound production and Pitch (Science) Note Reading (Vocal Music) Note Values (Vocal Music, Math)	<u>Standard of Excellence, Book 1</u> <i>Neil A. Kjos Music Company</i>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Eighth Notes (Gr. 4)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: Eighth Notes (Gr. 4) (Week 18, 5 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

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.

A. Aesthetic Responses

- 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.

B. Critique Methodologies

- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Description of Unit

Students will learn to demonstrate playing and counting eighth notes.

Essential Questions

1) How can understanding the counting of eighth notes relate to other topics of music?

Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1) how to count eighth notes. 2) how to play eighth notes on any beat. 3) how to play and count eighth notes. 	<p>Students will be able to</p> <ol style="list-style-type: none"> A) demonstrate counting aloud and clapping eighth notes while tapping their foot. B) demonstrate playing eighth notes on any given beat in a measure. C) demonstrate playing and counting eighth notes through playing and tapping their foot.

Assessments

Various Eighth Note Examples

Formative: Exhibition

Students will play examples that put the eighth notes on different beats.

1.1.5.B1 1.4.5.B4

1.1.5.B2

1.3.5.B1

1.4.5.A1

Single Pitch Eighth Note Examples

Formative: Exhibition

Students will play examples on one single pitch using various eighth note patterns.

1.1.5.B1

1.1.5.B2

1.4.5.B4

What are eighth notes? How would you count them?

Diagnostic: Other written assessments

Based on prior knowledge, students will attempt to define eighth notes and figure out how they are counted.

1.1.5.B2

Unit Test

Summative: Exhibition

Students will be tested on material learned in the eighth note unit.

1.1.5.B1

1.1.5.B2

1.3.5.B1

1.4.5.A1

1.4.5.B4

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Eighth note examples on one pitch to focus on rhythm • "Go Tell Bill" • "Jim Along Josie" • "Skip to My Lou" • "Mexican Mountain Song" 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability. • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples. • Students experiencing difficulty with the eighth note patterns will focus on practicing varying eighth note patterns on only one pitch, while the students that excel will play more challenging eighth note exercises that incorporate more complex pitch sequences.
Integrated/Cross-Disciplinary Instruction	Resources
<p>Sound production and Pitch (Vocal Music, Science)</p> <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Slurs, Key Signatures (Gr. 4)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: Slurs, Key Signatures (Gr. 4) (Week 23, 5 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit

Students will learn to demonstrate playing slurs and deciphering key signatures.

Essential Questions

1) How are key signatures, sharps and flats related, and how can you apply the understanding of the relationship of these elements to other topics of music?

Knowledge

Skills

Students will know

1. how to play a slur.
2. what a key signature is.
3. how sharps and flats affect a given note.

Students will be able to

- A) demonstrate the correct articulation to perform a slur correctly.
- B) demonstrate deciphering the key signature correctly to play the correct pitches within an example.
- C) demonstrate playing a correct pitch based on the knowledge of how sharps and flats function.

Assessments

What are slurs?

Diagnostic: Other written assessments

Students attempt to define slurs based on prior knowledge of articulation.

- 1.1.5.B2
- 1.4.5.B2

Slur Examples

Formative: Exhibition

Students will play examples containing slurs, especially an excerpt from "Symphony No. 1" by Brahms.

- 1.1.5.B2
- 1.3.5.B1
- 1.3.5.B4
- 1.4.5.B2

What are Key Signatures?

Diagnostic: Other written assessments

Students will define key signatures.

- 1.1.5.B2

Key Signature Example

Formative: Exhibition

Students will play through examples using key signatures instead of accidentals.

- 1.1.5.B2
- 1.3.5.B1
- 1.3.5.B4
- 1.4.5.B2

Unit Test**Summative: Exhibition**

Students will perform musical selections containing slurs and key signatures.

1.1.5.B2

1.3.5.B1

1.3.5.B4

1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • "Symphony No. 1" (Brahms) • Pre-Assessment: What are key signatures? • "There's Music in the Air" - George F. Root (uses key signature) 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability. • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples. • Students experiencing difficulty with slurring will tongue the notes and learn the songs; then incorporate the slurs. Students showing mastery of the slur may attempt challenging articulation exercises.
Integrated/Cross-Disciplinary Instruction	Resources
<p>Sound production and Pitch (Vocal Music, Science)</p> <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > ¾ Time, Natural Sign, 1st and 2nd ending (Gr. 4)



Middle School, Visual & Performing Arts, District Middle Curriculum

Unit: ¾ Time, Natural Sign, 1st and 2nd ending (Gr. 4) (Week 28, 5 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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.

A. History of the Arts and Culture

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 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.

Description of Unit

Essential Questions

Students will learn to demonstrate playing in ¾ time, using the natural sign, and following 1st and 2nd endings.

1. What note values can fit in to the ¾ time signature, and how can you apply this knowledge outside of the classroom?

2. What is the function of the natural sign?

3. How do you know if you are playing 1st and 2nd endings correctly, and where else can knowledge regarding instrumental endings be used?

Knowledge	Skills
<p>Students will know</p> <p>1) how to play in ¾ time.</p> <p>2) the function of a natural sign.</p> <p>3) how to play first and second endings correctly.</p>	<p>Students will be able to</p> <p>A) demonstrate playing in ¾ time.</p> <p>B) demonstrate playing examples using the natural sign.</p> <p>C) demonstrate playing first and second endings correctly.</p>

Assessments

What information can you get from the following time signature: 3/4?

Diagnostic: Other written assessments

Students will describe the 3/4 time signature based on thier prior knowledge of time signatures.

1.1.5.B2

1.3.5.B4

3/4 Time Examples

Formative: Exhibition

Students will play a selection in 3/4 time.

1.1.5.B1

1.1.5.B2

1.2.5.A1

1.3.5.B1

1.3.5.B4

1.4.5.B2

1.4.5.B3

What are accidentals?

Diagnostic: Other written assessments

Students will define accidentals.

1.1.5.B1

1.1.5.B2

Accidentals**Formative: Exhibition**

Students will play selections containing accidentals.

1.1.5.B1

1.1.5.B2

1.3.5.B1

1.4.5.B2

What are first and second endings?**Diagnostic: Other written assessments**

Students will define first and second endings, based on their prior knowledge of the repeat sign.

1.3.5.B4

1st and 2nd Endings**Formative: Exhibition**

Students will play "Mexican Hat Dance", which utilizes the first and second ending.

1.1.5.B1

1.1.5.B2

1.3.5.B1

1.3.5.B4

Unit Test**Summative: Exhibition**

Students will be tested on all content covered in the unit.

1.1.5.B1

1.1.5.B2

1.2.5.A1

1.3.5.B1

1.3.5.B4

1.4.5.B2

1.4.5.B3

Activities

Activities to Differentiate Instruction

- ¾ time: "Down in the Valley", "When Love is Kind", "Brother Martin"
- "Third Time Around", "Minuteman March"
- "Mexican Hat Dance"
- Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.
- Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Sound production and Pitch (Vocal Music, Science)</p> <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Spring Concert Music (Gr. 4)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: Spring Concert Music (Gr. 4) (Week 33, 4 Weeks)

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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.

A. History of the Arts and Culture

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit

Students will be able to demonstrate sections of their band music, ultimately for a summative assessment containing all sections.

Essential Questions

1) What are some ways that understanding and playing band pieces will enhance the overall concert experience for you and your bandmates?

Knowledge	Skills
Students will know 1) how to play technical sections of all band pieces.	Students will be able to A) demonstrate playing technical sections of all band pieces to tempo.
<u>Assessments</u>	
<p>Piece no.1 Formative: Exhibition Students will demonstrate technical sections of band piece. 1.1.5.B1 1.1.5.B2 1.2.5.A2 1.3.5.B1 1.4.5.B2</p> <p>Piece no. 2 Formative: Exhibition Students will demonstrate technical sections of band piece. 1.1.5.B1 1.1.5.B2 1.2.5.A2 1.3.5.B1 1.4.5.B2</p> <p>Piece no .3 Formative: Exhibition Students will demonstrate technical sections of band piece. 1.1.5.B1 1.1.5.B2 1.2.5.A2 1.3.5.B1 1.4.5.B2</p> <p>Piece no. 4</p>	

Formative: Exhibition

Students will demonstrate technical sections of band piece.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Spring Band Music Test

Summative: Exhibition

Students will demonstrate all technical sections from all band pieces.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Students will play through one of their band pieces each week. 	<ul style="list-style-type: none"> • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play challenging examples.
Integrated/Cross-Disciplinary Instruction	Resources
<p>Sound production and Pitch (Vocal Music, Science)</p> <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p>Current Band Music</p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > D.C. al Fine, Dotted Qtr./Eighth Comb. (Gr. 4)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: D.C. al Fine, Dotted Qtr./Eighth Comb. (Gr. 4) (Week 37, 1 Week) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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.

A. History of the Arts and Culture

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit

Students will learn to demonstrate playing the Concert F Major Scale, using the Da Capo al Fine, and playing Dotted Quarter/Eighth Note Combinations.

Essential Questions

1) What is the key signature of the Concert F Major Scale?

2) How does understanding and playing different keys help you musically?

3) How do you know if you are playing dotted quarter/eighth note combinations, and in what ways can subdivision help you with rhythms such as this?

Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"> 1) how to play in the key of Concert F Major. 2) the function of Da Capo al Fine. 3) how to play first and dotted quarter/eighth note combinations correctly. 	<p>Students will be able to</p> <ul style="list-style-type: none"> A) demonstrate playing in the key of Concert F Major. B) demonstrate playing examples using the Da Capo al Fine. C) demonstrate playing dotted quarter/eighth note combinations correctly.
<p><u>Assessments</u></p>	
<p>What does D.C. al Fine tell you to do? Diagnostic: Other written assessments Students will describe the D.C. al Fine. 1.1.5.B1</p> <p>D.C. al Fine Examples Formative: Exhibition Students will play through examples that have a D.C al Fine. 1.1.5.B1 1.1.5.B2 1.2.5.A2 1.3.5.B1 1.4.5.B2</p> <p>What does a dot do to a note? Formative: Other written assessments Students will define the function of a dot based on previous knowledge (dotted half note). 1.1.5.B1</p> <p>Dotted Quarter Note Examples Formative: Exhibition</p>	

Students will play through examples that contain dotted quarter notes.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Unit Test

Summative: Exhibition

Students will perform examples containing D.C. al Fine and dotted quarter notes.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Theme from "Hansel and Gretel" • Pre-assessment: What does a dot do to a note? • "All Through the Night", "Allouette" 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability. • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples. • Students experiencing difficulty learning the dotted-quarter note/eighth note combination will focus on learning the rhythm on pitch to start. Students that excel with the new rhytm will be given more challenging examples.
Integrated/Cross-Disciplinary Instruction	Resources
<p>Sound production and Pitch (Vocal Music, Science)</p> <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > D.C. al Fine, Dotted Qtr. /8th Note (Gr. 5 Review)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: D.C. al Fine, Dotted Qtr. /8th Note (Gr. 5 Review) (Week 1, 4 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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.

A. History of the Arts and Culture

- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.
- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit

Essential Questions

Students will learn to demonstrate playing the Concert F Major Scale, using the Da Capo al Fine, and playing Dotted Quarter/Eighth Note Combinations

1) What is the key signature of the Concert F Major Scale, and what are ways the knowledge of different keys helps you to understand music?

2) How do you know if you are playing dotted quarter/eighth note combinations, and in what ways can subdivision help you with rhythms?

Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1) how to play in the key of Concert F Major. 2) the function of Da Capo al Fine. 3) how to play first and dotted quarter/eighth note combinations correctly. 	<p>Students will be able to</p> <ol style="list-style-type: none"> A) demonstrate playing in the key of Concert F Major. B) demonstrate playing examples using the Da Capo al Fine. C) demonstrate playing dotted quarter/eighth note combinations correct

Assessments

Define D.C. al Fine

Diagnostic: Other written assessments

Students will describe the D.C. al Fine.
1.1.5.B1

D.C. al Fine Examples

Formative: Exhibition

Students will play through examples that have a D.C al Fine.
1.1.5.B1
1.1.5.B2
1.2.5.A2
1.3.5.B1
1.4.5.B2

What effect does a dot have on a note?

Diagnostic: Other written assessments

Students define the function of a dot based on previous material (dotted half note).
1.1.5.B1

Dotted Quarter note examples**Formative: Exhibition**

Students will play through examples that contain dotted quarter notes.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Unit Test**Summative: Exhibition**

Students will play examples containing D.C. al Fine and dotted quarter notes for a performance assessment.

- 1.1.5.B1
- 1.1.5.B2
- 1.2.5.A2
- 1.3.5.B1
- 1.4.5.B2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> • Theme from "Hansel and Gretel" • Pre-assessment: What does a dot do to a note? • "All Through the Night", "Allouette" 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> • Sound production and Pitch (Vocal Music, Science) <p>Note Reading (Vocal Music)</p> <p>Note Values (Vocal Music, Math)</p>	<p><u>Standard of Excellence, Book 1</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

Instrumental Music Curriculum Level 1 > Dynamics II, Tempo (Gr. 5)

Middle School, Visual & Performing Arts, District Middle Curriculum



Unit: Dynamics II, Tempo (Gr. 5) (Week 5, 5 Weeks) 🇺🇸

New Jersey Core Curriculum Standards

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.1 The Creative Process

B. Music

- 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.2 History of the Arts and Culture

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.

A. History of the Arts and Culture

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.3 Performance

B. Music

- 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.

2009 CCCS: Standard 1: Visual & Performing Arts, Grade 5 , 1.4 Aesthetic Responses & Critique Methodologies

B. Critique Methodologies

- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

Description of Unit

Essential Questions

Students will learn dynamics, expanding on the forte and piano. They will learn tempo and four tempo markings and will play at each tempo.

- 1) What are dynamics, and why is it important for a musician to know how to perform using dynamics?
- 2) Why is it important to have an understanding of different tempos?

Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1) what dynamics are. 2) what tempo is. 3) why it is important to understand and have a feel for different tempos. 	<p>Students will be able to</p> <ol style="list-style-type: none"> A) demonstrate playing at different dynamic levels, following symbols and will understand how crescendo/decrescendo applies. B) explain what tempo is and will play at different tempos. C) demonstrate how to play at different tempos, and will explain why it is important to be able to play music this way.

Assessments

What are dynamics?

Diagnostic: Other written assessments

Students will define dynamics.

1.1.5.B1

1.1.5.B2

Dynamic Examples

Formative: Exhibition

Students will play examples utilizing dynamics, such as Beethoven's Symphony No. 9

1.1.5.B1

1.1.5.B2

1.2.5.A3

1.3.5.B1

1.4.5.B2

What is Tempo?

Diagnostic: Other written assessments

Students will define tempo.

1.1.5.B1

1.1.5.B2

Tempo Examples

Formative: Exhibition

Students will play examples of various tempos.

1.1.5.B2

1.1.5.B2

1.2.5.A3

1.3.5.B1

1.4.5.B2

Unit Test

Summative: Exhibition

Students will complete a performance assessment on all material covered in the unit.

1.1.5.B1

1.1.5.B2

1.2.5.A3

1.3.5.B1

1.4.5.B2

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<ul style="list-style-type: none"> • Theme from "Symphony No. 9", "Ach! Du Lieber Augustine" • Pre-assessment: What is Tempo? • "Swing Low, Sweet Chariot", "Manhattan Beach March" 	<ul style="list-style-type: none"> • Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability • Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play more challenging examples
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<ul style="list-style-type: none"> • Sound production and Pitch (Vocal Music, Science) • Note Reading (Vocal Music) • Note Values (Vocal Music, Math) 	<p><u>Standard of Excellence, Book 1</u> <i>Neil A. Kjos Music Company</i></p>

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