



Green Brook Township School District

**Instrumental Music Curriculum Level 2***Middle School, Visual & Performing Arts, District Middle Curriculum*
 Green Brook Township  
Public Schools

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Concert Bb, Eb, and F Review (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Concert Bb, Eb, and F Review (Gr. 5) (Week 10, 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.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.
- 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 review the concert keys of Bb, Eb, and F. The keys will be presented, extending the range within each key.

1) Why is it important for a musician to be fluent in all keys?

Knowledge	Skills
<p>Students will know</p> <p>1) how to play in the key of concert Bb.</p> <p>2) how to play in the key of concert Eb.</p> <p>3) how to play in the key of concert F.</p>	<p>Students will be able to</p> <p>A) play in the key of concert Bb, and execute the major scale in the Region II format.</p> <p>B) play in the key of concert Eb, and execute the major scale in the Region II format.</p> <p>C) play in the key of concert F, and execute the major scale in the Region II format.</p>

### Assessments

**Pre-Assessment: What is the key signature of your Concert Bb Major Scale?**

**Diagnostic: Other written assessments**

Students must identify the key signature of their Concert Bb Major scale.

1.1.5.B.2

**Concert Bb Major Scale in Quarter Note /Eighth Note Pattern**

**Formative: Exhibition**

Students will play the Concert Bb Major Scale in the quarter/ eighth note Regions pattern.

1.1.5.B.1

1.1.5.B.2

1.2.5.A.3

1.3.5.B.1

1.4.5.B.2

**Songs in Concert Bb Major**

**Formative: Exhibition**

Students will play "Botany Bay", "Drive Time" (technical exercise), "Shepherd's Hey".

1.1.5.B.1

1.1.5.B.2

1.2.5.A.3

1.3.5.B.1  
1.3.5.B.4  
1.4.5.B.2

**Pre-Assessment: What is the key signature of your Concert Eb Major Scale?**

**Diagnostic: Other written assessments**

Students will identify the key signature of their Concert Eb Major scale.

1.1.5.B.2

**Concert Eb Major Scale in Quarter Note /Eighth Note Pattern**

**Formative: Exhibition**

Students will play the Concert Bb Major Scale in the quarter/ eighth note Regions pattern.

1.1.5.B.1  
1.1.5.B.2  
1.2.5.A.3  
1.3.5.B.1  
1.4.5.B.2

**Songs in Concert Eb Major**

**Formative: Exhibition**

Students will play "Molly Malone", "No Longer Back" (Technical Exercise), "Turkish March".

1.1.5.B.1  
1.1.5.B.2  
1.2.5.A.3  
1.3.5.B.1  
1.3.5.B.4  
1.4.5.B.2

**Pre-Assessment: What is the key signature of your Concert F Major Scale?**

**Diagnostic: Other written assessments**

Students will identify the key signature of the Concert F Major scale.

1.1.5.B.2

**Concert F Major Scale in Quarter Note /Eighth Note Pattern**

**Formative: Exhibition**

Students will play the Concert F Major Scale in the quarter/ eighth note Regions pattern.

1.1.5.B.1  
1.1.5.B.2  
1.2.5.A.3

1.3.5.B.1

1.4.5.B.2

**Songs in Concert F Major****Formative: Exhibition**

Students will play "Knucklebuster" (technical exercises), "Give Me That Old Time Religion".

1.1.5.B.1

1.1.5.B.2

1.2.5.A.3

1.3.5.B.1

1.3.5.B.4

1.4.5.B.2

**Unit Test****Summative: Exhibition**

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

1.1.5.B.1

1.1.5.B.2

1.2.5.A.3

1.3.5.B.1

1.3.5.B.4

1.4.5.B.2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Concert Bb Major Scale in quarter note/ eighth note pattern.</li> <li>• Songs in Concert Bb Major: "Botany Bay", "Drive Time" (Technical Exercise), "Shepherd's Hey".</li> <li>• Concert Eb Major Scale in quarter note/ eighth note pattern.</li> <li>• Songs in Concert Eb Major: "Molly Malone", "No Longer Back" (Technical Exercise), "Turkish March".</li> <li>• Concert F Major Scale in quarter note/ eighth note pattern.</li> <li>• Songs in Concert F Major: "Knucklebuster" (technical exercises), "Give Me That Old Time Religion"</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will play a challenging example.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources

- Sound production and Pitch (Vocal Music, Science)
- Note Reading (Vocal Music)
- Note Values (Vocal Music, Math)

Standard of Excellence, Book 2

*Neil A. Kjos Music Company*

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Syncopation, Minor Scale, Eighth Rest (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Syncopation, Minor Scale, Eighth Rest (Gr. 5)** (Week 14, 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 , 1.3 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.4 Define technical proficiency, using the elements of the arts and principles of design.

#### **Description of Unit**

Students will be introduced to syncopation (the stress of the unaccented part of a measure), the minor scale formula and how it relates to the major scale formula, and how to play examples containing eighth rests.

#### **Essential Questions**

- 1) Why are syncopated rhythms important in music?
- 2) How would you describe the difference between a minor scale and a major scale sound?



3) What can musicians do while they are playing ensure they are placing notes and rests that are less than one beat in the correct place?

Knowledge	Skills
<p>Students will know</p> <p>1) how to play a syncopated rhythm.</p> <p>2) how to create a minor scale using a whole step/half step formula (and then play it).</p> <p>3) how to count an eighth rest.</p>	<p>Students will be able to</p> <p>A) play a syncopated rhythm while tapping their feet.</p> <p>B) create a minor scale based from a given note following a whole/half step formula, and then be able to play the scale.</p> <p>C) sccessfully play through an example containing eighth rests</p>
<p><b><u>Assessments</u></b></p>	
<p><b>Pre-Assessment: What is syncopation?</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students use their prior knowledge to define syncopation.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p> <p><b>Syncopation Examples</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will play examples containing syncopation.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p> <p>1.3.5.B.1</p> <p>1.3.5.B.4</p> <p>1.4.5.B.2</p> <p>1.4.5.B.4</p> <p><b>Pre-Assessment: What are minor scales?</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students will define minor scales.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p>	

**Minor Scale Examples****Formative: Exhibition**

Students will play examples in the key of concert g minor.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.3.5.B.4

1.4.5.B.2

1.4.5.B.4

**Pre-Assessment: What is an eighth rest?****Formative: Other written assessments**

Students will define eighth rest.

1.1.5.B.1

1.1.5.B.2

**Eighth Rest Examples****Formative: Exhibition**

Students will play examples containing eighth rests.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.3.5.B.4

1.4.5.B.2

1.4.5.B.4

**Unit Test****Summative: Exhibition**

Students will complete a performance assessment on all unit content.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.3.5.B.4

1.4.5.B.2

1.4.5.B.4

**Activities****Activities to Differentiate Instruction**

- Syncopation Examples: "Syncopation Sensation", "The Riddle Song", "Nobody Knows the Trouble I've Seen", "Liza Jane"
- Write minor scale based on a starting pitch and the whole step/half step formula.
- concert g minor examples: g minor scale (natural and melodic), "Minka, Minka", "Turning You Loose" (Technical Example)
- Eighth Rest Examples: "Academic Festival March", "Breezin'", "Yankee Doodle"
- 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 more challenging examples to play.

Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u><a href="#">Standard of Excellence, Book 2</a></u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Winter Concert Music Assessment Unit (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Winter Concert Music Assessment Unit (Gr. 5) (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 , 1.2 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**

#### **Essential Questions**

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

1) How does knowing and playing band pieces enhance the overall concert experience for you and for your bandmates?

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

1.3.5.B1

1.4.5.B2

**Piece No. 4****Formative: Exhibition**

Students will demonstrate technical sections of a musical piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Winter Concert Band Music Test****Summative: Written Test**

Students will demonstrate technical sections of all of musical 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"> <li>Students will play through a band piece each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will be given challenging examples to play.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Ab Major, Articulation, Texture (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Ab Major, Articulation, Texture (Gr. 5)** (Week 23, 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.

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

##### B. Critique Methodologies

- 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.
- 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**

Students will be introduced to key of Concert Ab Major, various articulations (legato, staccato, and tenuto), and musical texture in terms of melody vs. counter melody.

#### **Essential Questions**

- 1) Why are there different ways to articulate notes?
- 2) How is texture approached in terms of melody vs. counter melody?



Knowledge	Skills
<p>Students will know</p> <p>1) how to play in the key of Concert Ab Major.</p> <p>2) how to play using the following articulations: legato, staccato, and tenuto.</p> <p>3) how to approach musical texture in terms of melody and counter melody.</p>	<p>Students will be able to</p> <p>A) play in the key of Concert Ab Major.</p> <p>B) play using legato, staccato, and tenuto articulations.</p> <p>C) approach melody or counter melody appropriately based on the knowledge of musical texture.</p>
<b><u>Assessments</u></b>	
<p><b>Pre-Assessment: What is your Concert Ab Major Scale?</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students will use prior knowledge of transposition to determine their Concert Ab Major Scale.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p> <p><b>Ab Major Examples</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will play examples in the key of Concert Ab Major.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p> <p>1.3.5.B.1</p> <p>1.3.5.B.4</p> <p>1.4.5.B.1</p> <p>1.4.5.B.1</p> <p>1.4.5.B.2</p> <p>1.4.5.B.2</p> <p><b>Pre-Assessment: What is Articulation</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students will define the term "articulation" based on their prior knowledge.</p> <p>1.1.5.B.1</p> <p>1.1.5.B.2</p> <p><b>Articulation Examples</b></p>	

**Formative: Exhibition**

Students will play examples that contain the following articulations: legato, tenuto and staccato.

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.4
- 1.4.5.B.1
- 1.4.5.B.2
- 1.4.5.B.3

**Pre-Assessment: What is texture in the musical sense?****Diagnostic: Other written assessments**

Students will define texture.

- 1.1.5.B.1
- 1.1.5.B.2

**Musical Texture Examples****Formative: Exhibition**

Students will play examples using texture (melody/ counter melody).

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.4
- 1.4.5.B.1
- 1.4.5.B.2
- 1.4.5.B.3

**Unit Test****Summative: Exhibition**

Students will complete a performance assessment on all unit content.

- 1.1.5.B.1
- 1.1.5.B.2
- 1.3.5.B.1
- 1.3.5.B.4
- 1.4.5.B.1
- 1.4.5.B.2
- 1.4.5.B.3

**Activities**

- Ab Major Exmaples: Ab Major Scale, "Greased Lightning" (Technical Exercise), "Oh Susana".
- Articulation Examples: "Shenandoah", "Mache Slav", "Greensleeves", (Legato/ Tenuto), "Theme From Symphony No. 94", "Parade of the Tin Soldiers" (Staccato)
- Examples using texture(melody/coutermelody): "The British Grenadiers", "Hey Ho" (Round)

**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 challenging examples to play.

Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Cut Time (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Cut Time (Gr. 5) (Week 29, 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.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.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

##### 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**

The students will learn the 2/2 time signature (cut time), where all of the note values they encounter will be half of their normal value as compared to

#### **Essential Questions**

- 1) Why do we have cut time?
- 2) Is cut time necessary? Why or why not?

common time. They will play cut time examples of varying difficulty. They will be required to write in the subdivision of all examples played.

Knowledge	Skills
<p>Students will know</p> <p>1) the elements of the cut time signature, based on prior knowledge of time signatures.</p> <p>2) how to play in cut time.</p>	<p>Students will be able to</p> <p>A) demonstrate knowledge of counting in cut time through written-in subdivision for all examples played.</p> <p>B) play in various cuttime examples using the subdivision discussed in class.</p>
<p><b><u>Assessments</u></b></p> <p><b>Pre-assessment: What does the 2/2 (cut time) time signature indicate?</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students will describe the 2/2 (cut time) time signature based on prior knowledge of time signatures.</p> <p>1.1.5.B.2</p> <p><b>Cut Time Examples</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will play examples in cut time, subdividing in two.</p> <p>1.1.5.B.2</p> <p>1.3.5.B.1</p> <p>1.4.5.A.2</p> <p>1.4.5.B.2</p> <p><b>Unit Test</b></p> <p><b>Summative: Exhibition</b></p> <p>Students will be performance tested on cut time.</p> <p>1.1.5.B.2</p> <p>1.3.5.B.1</p> <p>1.4.5.A.2</p> <p>1.4.5.B.2</p>	
Activities	Activities to Differentiate Instruction

<ul style="list-style-type: none"> <li>• Cut time examples: "Cut and Paste"; "Oats, Peas and Beans"; "The Victors", "High School Cadets March", "Danish Roll", "Manhattan Beach March"</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example, while a student who excels will be given more challenging examples to play.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Spring Concert Music Assessment Unit (Gr. 5)**

Green Brook Township  
Public Schools

*Middle School, Visual & Performing Arts, District Middle Curriculum*

### **Unit: Spring Concert Music Assessment Unit (Gr. 5) (Week 33, 3 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**

#### **Essential Questions**

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

1) How does knowing band pieces enhance the overall concert experience for you and your bandmates?

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



1.3.5.B1

1.4.5.B2

**Piece No. 4****Formative: Exhibition**

Students will demonstrate technical sections of a musical 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 technical sections of all musical 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"> <li>Students will play one of the band pieces each week.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > 3/8 and 6/8 Time Signatures (Gr. 5)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*



### **Unit: 3/8 and 6/8 Time Signatures (Gr. 5) (Week 36, 2 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
The students will discuss the difference between simple meter and compound meter, leading into learning the 3/8 and 6/8 time signatures. The students will learn the relationship of beat and pulse, and apply it to their counting of both time signatures.	1) Why is it necessary for music to have many different types of time signatures?
Knowledge	Skills
Students will know	Students will be able to

- |   |  |
|---|--|
| 1) how to tell the difference between simple and compound meter, based on prior knowledge of time signatures.<br><br>2) how to count and play in 3/8 time.<br><br>3) how to count and play in 6/8 time. | A) explain the difference between simple and compound meter.<br><br>B) play and count in 3/8 time.<br><br>C) play and count in 6/8 time. |
|---|--|

### Assessments

#### **Pre-Assessment: What does the 3/8 time signature indicate?**

##### **Diagnostic: Other written assessments**

Students will describe the 3/8 time based on prior knowledge of time signatures.

1.1.5.B.1

1.1.5.B.2

#### **3/8 Time Signature Examples**

##### **Formative: Exhibition**

Students will play examples in 3/8 time.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.4.5.B.2

#### **Pre-Assessment: What does the 6/8 time signature indicate?**

##### **Diagnostic: Other written assessments**

Students will describe the 6/8 time signature based on prior knowledge of time signatures.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.4.5.B.2

#### **6/8 Time Examples**

##### **Formative: Exhibition**

Students will play examples in 6/8 time.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.4.5.B.2

**Unit Test****Summative: Exhibition**

Students will be performance tested on all unit content.

1.1.5.B.1

1.1.5.B.2

1.3.5.B.1

1.4.5.B.2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• 3/8 Examples: "We Three Kings", "Triple Threat" (3/4 3/8 comparison exercise)</li> <li>• Pre-assessment: What does the 6/8 time signature indicate?</li> <li>• 6/8 time signature exercises: "Over the River", "Oodles of Noodles"</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• 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.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Cut Time (Gr. 6 Review)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Cut Time (Gr. 6 Review) (Week 1, 4 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 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.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

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

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 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

- 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.

#### **Description of Unit**

The students will learn the 2/2 time signature (cut time), where all of the note values they encounter will be half of their normal value as compared to common time. They will play cut time examples of varying difficulty. They will be required to write in the subdivision of all examples played.

#### **Essential Questions**

- 1) Why do we have cut time?
- 2) Is cut time necessary? Why or why not?

Knowledge	Skills
<p>Students will know</p> <p>1) the elements of the cut time signature, based on prior knowledge of time signatures.</p> <p>2) how to play in cut time.</p>	<p>Students will be able to</p> <p>A) demonstrate knowledge of counting in cut time through written-in sub division for all examples played.</p> <p>B) play in various cutime examples using the subdivision discussed in class.</p>
<p><b><u>Assessments</u></b></p> <p><b>Pre-assessment: What does the 2/2 (cut time) time signature indicate?</b></p> <p><b>Diagnostic: Other written assessments</b></p> <p>Students will describe the 2/2 (cut time) time signature based on prior knowledge of time signatures.</p> <p>1.1.5.B.2</p> <p><b>Cut Time Examples</b></p> <p><b>Formative: Exhibition</b></p> <p>Students will play examples in cut time, subdividing in two.</p> <p>1.1.8.B.2</p> <p>1.3.8.B.1</p> <p>1.4.8.A.2</p> <p><b>Unit Test</b></p> <p><b>Summative: Exhibition</b></p> <p>Students will be performance tested on cut time.</p> <p>1.1.5.B.2</p> <p>1.3.5.B.1</p> <p>1.4.5.A.2</p> <p>1.4.5.B.2</p>	
Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Cut time examples: "Cut and Paste"; "Oats, Peas and Beans"; "The Victors", "High School Cadets March", "Danish Roll", "Manhattan Beach March"</li> </ul>	<ul style="list-style-type: none"> <li>Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> </ul>

	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Integrated/Cross-Disciplinary Instruction</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>Sound production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	<u>Standard of Excellence, Book 2</u>  <i>Neil A. Kjos Music Company</i>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > 3/8 and 6/8 Time Signatures (Gr. 6 Review)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: 3/8 and 6/8 Time Signatures (Gr. 6 Review)** (Week 5, 4 Weeks)

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 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.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

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

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Description of Unit	Essential Questions
The students will discuss the difference between simple meter and compound meter, leading into learning the 3/8 and 6/8 time signatures. The students will also learn the relationship of beat and pulse, and apply it to their counting of both time signatures.	1) Why is it necessary for music to have many different time signatures?
Knowledge	Skills
Students will know	Students will be able to

- 1) how to tell the difference between simple and compound meter.
- 2) how to count and play in 3/8 time.
- 3) how to count and play in 6/8 time.

- A) explain the difference between simple and compound meter.
- B) play and count in 3/8 time.
- C) play and count in 6/8 time.

### Assessments

#### **Pre-assessment: What does the 3/8 time signature indicate?**

##### **Diagnostic: Other written assessments**

Students will describe the 3/8 time based on prior knowledge of time signatures.

1.1.8.B.2

#### **3/8 time Examples**

##### **Formative: Exhibition**

Students will play examples in 3/8 time.

1.1.8.B.2

1.3.8.B.1

1.4.8.B.2

#### **Pre-assessment: What does the 6/8 time signature indicate?**

##### **Diagnostic: Other written assessments**

Students will describe the 6/8 time signature based on prior knowledge of time signatures.

1.1.8.B.2

#### **6/8 Time Examples**

##### **Formative: Exhibition**

Students will play examples in 6/8 time.

1.1.8.B.2

1.3.8.B.1

1.4.8.B.2

#### **Unit Test**

##### **Summative: Exhibition**

Students will be performance tested in all unit content.

1.1.8.B.2

1.3.8.B.1

1.4.8.B.2

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• 3/8 Examples: "We Three Kings", "Triple Threat" (3/4, 3/8 comparison exercise)</li> <li>• Pre-assessment: What does the 6/8 time signature indicate?</li> <li>• 6/8 time signature examples: "Over the River", "Oodles of Noodles"</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• 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.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > 16th notes, 16th/8th, Dotted 8th/16th (Gr. 6)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: 16th notes, 16th/8th, Dotted 8th/16th (Gr. 6) (Week 9, 6 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

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

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 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

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

#### **Description of Unit**

Students will learn to play sixteenth notes, sixteenth/eighth note combinations, dotted eighth/ sixteenth note combinations using the correct subdivisions of the beat

#### **Essential Questions**

- 1) Why is subdivision so important in music?

#### **Knowledge**

Students will know (based on prior knowledge of rhythms covered to this point)

- 1) how to play sixteenth notes.

#### **Skills**

Students will be able to

- A) demonstrate playing sixteenth notes accurately through using subdivision.

2) how to play sixteenth/eighth note combinations.

3) how to play dotted eighth/ sixteenth note combinations.

B) demonstrate playing the sixteenth/eighth note combinations accurately through using subdivision.

C) demonstrate playing the dotted eighth/ sixteenth note combinations accurately through using subdivision.

### Assessments

#### **Pre-assessment: What are sixteenth notes and how can they be subdivided?**

##### **Diagnostic: Other written assessments**

Students will define sixteenth notes and how they are subdivided.

1.3.8.B.1

1.4.8.A.7

#### **Sixteenth Note Exercises**

##### **Formative: Exhibition**

Students will perform examples containing sixteenth notes.

1.3.8.B.1

1.4.8.A.7

#### **Pre-assessment: Can eighth notes and sixteenth notes be combined on the same beat? Why or why not?**

##### **Diagnostic: Other written assessments**

Students will explain how eighth notes and sixteenth notes can be combined into one beat.

1.3.8.B.1

1.4.8.A.7

#### **Sixteenth note/eighth note combination examples**

##### **Formative: Exhibition**

Students will play examples containing sixteenth note/eighth note combinations.

1.3.8.B.1

1.4.8.A.7

#### **Pre-assessment: How many beats would a dotted eighth note have?**

##### **Diagnostic: Other written assessments**

Students will identify how many beats a dotted eighth note receives based on prior knowledge of how a dot affects a given note.

1.3.8.B.1

1.4.8.A.7

#### **Dotted eighth/ sixteenth note examples**

**Formative: Exhibition**

Students will perform examples utilizing the dotted eighth note/ sixteenth note rhythm.

1.3.8.B.1

1.4.8.A.7

**Unit Test****Summative: Exhibition**

Students will be performance tested on all unit content.

1.3.8.B.1

1.4.8.A.7

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>• Sixteenth Note Examples: "Kemo Kimo", "The Thunderer", "Listen to the Mocking Bird"</li> <li>• Pre-assessment: Can eighth notes and sixteenth notes be combined on the same beat? Why or why not?</li> <li>• Sixteenth note/eighth note combination examples: "The Tirra Lirra Loo", "Big Rock Candy Mountain"</li> <li>• Pre-assessment: How many beats does a dotted eighth note have?</li> <li>• Dotted eighth/ sixteenth note examples: "Little Brown Jug", "Our Boys Will Shine Tonight"</li> </ul>	<ul style="list-style-type: none"> <li>• Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>• 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.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>• Sound production and Pitch (Vocal Music, Science)</li> <li>• Note Reading (Vocal Music)</li> <li>• Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Eighth-Note Triplets (Gr. 6)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Eighth-Note Triplets (Gr. 6) (Week 15, 2 Weeks)**

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

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

#### **Description of Unit**

Students will learn how to count and play eighth note triplets. The students will learn the subdivision necessary to place the three eighth notes evenly over one beat.

#### **Essential Questions**

- 1) Would placing note values smaller than a beat correctly within a beat be possible without subdivision?
- 2) How is a subdivision important in an ensemble setting?

#### **Knowledge**

Students will know (based on prior knowledge of subdivision)

- 1) how to subdivide eighth note triplets.
- 2) how to play eighth note triplets.

#### **Skills**

Students will be able to

- A) subdivide eighth note triplets.
- B) play eighth note triplets.

#### **Assessments**

**Pre-assessment: What are eighth note triplets and how are they subdivided?**

**Diagnostic: Other written assessments**

Students will define eighth note triplets and how they are counted.

1.3.8.B.1

**Eighth Note Triplet Examples:****Formative: Exhibition**

Students will perform examples containing eighth note triplets.

1.3.8.B.1

**Unit Test****Summative: Exhibition**

Students will be performance tested on all unit content.

1.3.8.B.1

Activities	Activities to Differentiate Instruction
<ul style="list-style-type: none"> <li>Eighth Note Triplet Examples: "Stars of the Heavens", "Light Calvary Overture", "Soldiers Chorus from Faust", Theme from "Zampa", March from "The Nutcracker".</li> </ul>	<ul style="list-style-type: none"> <li>Tempo Variation - Students will play at slower tempo, written tempo, or faster tempo based on ability.</li> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	<p><u>Standard of Excellence, Book 2</u></p> <p><i>Neil A. Kjos Music Company</i></p>

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Green Brook Township School District

## **Instrumental Music Curriculum Level 2 > Winter Concert Assessment Unit (Gr. 6)**

*Middle School, Visual & Performing Arts, District Middle Curriculum*

Green Brook Township  
Public Schools

### **Unit: Winter Concert Assessment Unit (Gr. 6)** (Week 17, 5 Weeks)

#### **New Jersey Core Curriculum Standards**

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.1 The Creative Process**

##### B. Music

- 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.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.3 Performance**

##### B. Music

- 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.

#### **2009 CCCS: Standard 1: Visual & Performing Arts, Grade 8 , 1.4 Aesthetic Responses & Critique Methodologies**

##### B. Critique Methodologies

- 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.

Description of Unit	Essential Questions
Students will be able to demonstrate sections of the band music, ultimately for a summative assessment containing all sections.	1) How does knowing band pieces enhance the overall concert experience for you and your bandmates?
Knowledge	Skills
Students will know	Students will be able to

1) how to play technical sections of all Winter Concert pieces.

A) demonstrate playing technical sections of all Winter Concert pieces to tempo.

### Assessments

#### **Piece No.1**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a musical piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 2**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a musical piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 3**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a musical piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

#### **Piece No. 4**

##### **Formative: Exhibition**

Students will demonstrate technical sections of a musical piece.

1.1.5.B1

1.1.5.B2

1.2.5.A2

1.3.5.B1

1.4.5.B2

**Winter Band Music Test****Summative: Exhibition**

Students will demonstrate technical sections of all assigned musical 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"> <li>Students will play a band piece each week.</li> </ul>	<ul style="list-style-type: none"> <li>Varied length of demonstrated examples - A student experiencing difficulty will play a segment of an example. A student who excels will play challenging examples.</li> </ul>
Integrated/Cross-Disciplinary Instruction	Resources
<ul style="list-style-type: none"> <li>Sound Production and Pitch (Vocal Music, Science)</li> <li>Note Reading (Vocal Music)</li> <li>Note Values (Vocal Music, Math)</li> </ul>	Current Band Music

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