Unit 1: Instrument Care, Maintenance, and Musical Notation

Content Area: **Music**
Course(s): **Beginner Band/Instrumental Gr. 6**
Time Period: **Sep-Dec**
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Unit 1: Instrument Care, Maintenance, and Musical Notation

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Instrumental Music

Unit 1: Instrument Care, Maintenance, and Musical Notation

Belleville Board of Education

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Unit Overview

- Introduction to instrument and music notation.
- Review assembly of instrument, review sound production, and review music notation.
- Instrumnt maitenance and reading musical notation.
- Students will review how to put together and hold their instrument. Students will review techniques to care for their instrument. Students will learn to make a basic sound on instrument. Students will learn to use music notation to read and play musical examples on their instrument.

Enduring Understandings

- Music is reflective of the culture(s) that created it.
- Music is always present in the surrounding world.
- Music is a form of communication
- Music is a vehicle of personal expression, style, and taste.
- Music is a language with its own syntax, structure, and rules.
- The creation of music fosters critical thinking.
- Music making involves a set of behaviors that ensure quality of preparation and presentation.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves
- Critique is essential to the music making process
- Performance skills are both physical and mental.
- Increasing technical skill and theoretical knowledge allows performers to better express the music and themselves

Essential Questions

- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?

- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?
- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?
- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?
- What is the importance of being able to reach and comprehend music as a musician?

Exit Skills

By the end of this unit, Grade 6 students should be able to:

- Read pitches and rests
- Read and interpret rhythmic elements
- Combine pitches and rhythms in music performance
- Assembe and hold instrument correctly
- Care for instrument so that it is playable at all times

New Jersey Student Learning Standards (NJSLS)

VPA.1.1.8	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.8.B	Music
VPA.1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.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.
VPA.1.2.8	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
VPA.1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.8	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

VPA.1.3.8.B	Music
VPA.1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
VPA.1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
VPA.1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
VPA.1.4.8	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.
VPA.1.4.8.A	Aesthetic Responses
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B	Critique Methodologies
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Interdisciplinary Connections

- ELA
- Mathematics
- Science
- SS/History
- World Language
- Technology

MA.6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
MA.6.RP.A.3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
MA.6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.5.6	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.6.6	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
SCI.MS	Waves and Electromagnetic Radiation

SCI.MS	Forces and Interactions
SCI.MS	Energy
SCI.MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
SCI.MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
SCI.MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
SCI.MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
SOC.6.1.8	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.3.8	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Learning Objectives

By the end of this unit the students will demonstrate the ability to:

- Read music for their instrument
- Use pneumonic devices to memorize the notes of the lines and spaces
- Identify all the parts of their instrument
- Identify various time signatures and rhythmic markings
- Transfer knowledge of general music class to learning a musical instrument

Suggested Activities & Best Practices

- Demonstrate proper care for instrument
- Using method books and other print material learn to read and play together several notes in succession, leading to playing a scale.
- Using video resources from method books and other online resources listen to and view professinals to emulate proper techniques.

- Demonstrate proper techniqes on instrument
- Read musical examples (method book) and play as reading (sight reading)
- Practice at home (goal of 60 minutes per week)
- Listen to music specific to your instrument at home

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Instruments
- Chromebooks

Ancillary Resources

- Sound Innovations Method Book
- Teacher Tube, YouTube, SIOnline, and other web based content
- SmartMusic as possible
- Teacher prepared print materials
- USB microphone
- various paid or free A/V recording software (MixCraft, Audacity, ProTools, Flat.IO, BandLab)

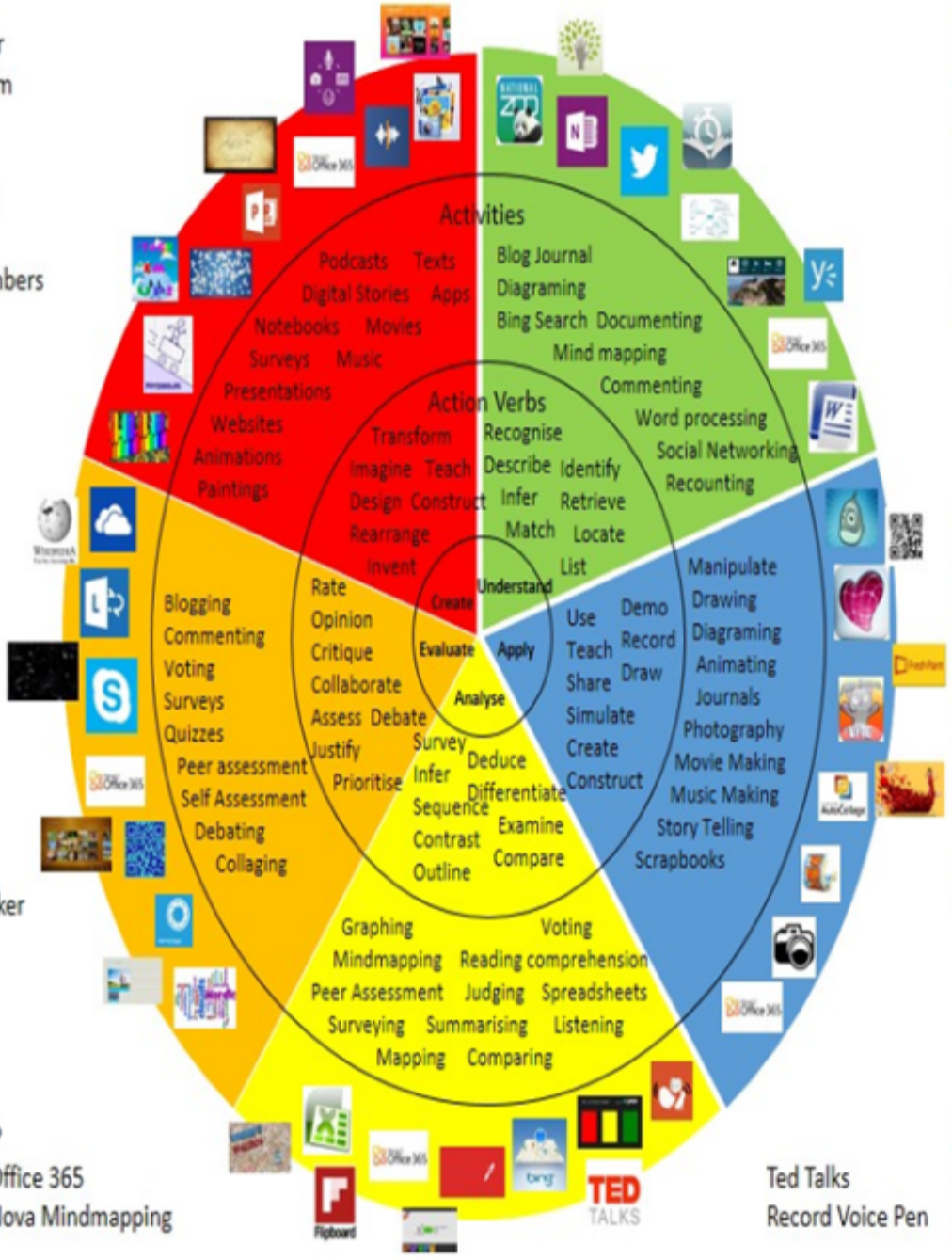
Technology Infusion

- USB microphone and/or video recorder with software for performance assessment.
- SmartMusic system
- Mobile devices, chromebooks, or stand alone devices to tune instruments. This allows for visual representation of musical pitches and to check for intonation
- Music Tech podcasts and instructional videos
- Internet enabled devices for instant research

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills/Interdisciplinary Themes

The **21st Century Skills** that will be incorporated into this unit include:

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations for this unit will be chosen from the following:

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition

- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Special Education Learning adaptations that will be employed in the unit will be chosen from below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in the unit will be chosen from below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Intervention Strategies that will be employed in the unit will be chosen from below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Talented and Gifted adaptations that will be employed in the unit will be chosen from below.

- Above grade level placement option for qualified students

- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Unit 1, Instrument care, maintenance, and music notation

NJSLS: Linked

Interdisciplinary Connection:

- ELA
- Mathematics
- Science
- SS/History
- World Language
- Technology

Statement of Objective: TSWDAT assemble their instrument, and produce a quality tone

Anticipatory Set/Do Now: Instrument cases on floor, open and assemble with assistance from teacher

Learning Activity: using assistive technology to record the sound produced by each student, listen to and assess the tone produced

Student Assessment/CFU's:

- Explaining
- Self-assessments
- go-around
- Teacher observation checklist

Materials: Instruments, method books, chrome books, USB microphone

21st Century Themes and Skills:

- Informational Literacy
- Media Literacy
- ICT Literacy
- Critical Thinking

Differentiation/Modifications:

- Modified expectations for task completion
- assistive technology
- visual presentation
- simplified directions

Integration of Technology: Use of chromebooks, computer/smart display, and microphones with corresponding software to record and assess audio performance

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