

Swedesboro-Woolwich Township Public Schools

Band

Grades 4-6

Unit Overview

Students will work towards mastery of musical concepts at beginner and beginner/intermediate levels and perform these on musical instruments in solo, small group and large group settings, culminating in at least two comprehensive performances through the year.

Year Long Pacing Guide

Unit Title	Duration Related Standards	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Concert Band	Full School Year 180 days	<p>1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or</p> <p>1.3C.12nov.Pr4c: Identify expressive qualities in a varied repertoire of music that</p>	<p>Identification of themes/motives that convey emotion or contextual meaning</p> <p>Identification of music mapping instruction and thematic repetition</p> <p>Recognition and identification of written expressions</p> <p>Connecting performance skills and expressive devices with context in music</p> <p>Students will recognize and perform written expressions appropriately</p> <p>Focused reflection and appropriate performance skills</p> <p>Show evidence of practice</p>	<p>Students will recognize and perform brief sections within piece of the greater form that demonstrate different speed, density, articulation, expression</p> <p>Students will accurately reproduce recurring themes in individual pieces. They will smoothly read and play first and second endings, D.C., D.S., Fine, and Codas</p> <p>Students will recognize expressions including crescendo, decrescendo, accents, staccato, marcato, slurs, ritardando, accelerando, fermata</p> <p>Students will use their knowledge</p>

		<p>can be demonstrated through prepared and improvised performances.</p> <p>1.3C.12int.Pr4b: Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>1.3C.12int.Pr4c: Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p>	<p>Music will be selected based on linear development of reading and performance skills, as well as social and thematic context, and genre (movie music, holiday music, pop, jazz, classical, ethnic, etc.)</p> <p>Thematic identification, societal context, school context</p> <p>Identification of overarching artistic expression and the forums in which we find them</p>	<p>of a work's context (holiday, dramatic, societal, historic, etc.) to inform their performance through specific Instrumentation, tempo, expressive interpretation, etc.</p> <p>Students will work towards physical mastery of expressive devices including but not limited to: legato, playing staccato, playing slurs, marcato, accents, crescendo, decrescendo, ritardando, accelerando, fermata</p> <p>Students will be guided to identify, practice and evaluate aspects of their performance to achieve clarity and improve performance quality, including but not limited to proper instrument assembly, tone production, time (tempo/rhythm), pitch accuracy (diatonic, accidentals), expression, intonation, balance blend</p> <p>Students will be exposed to the basic components of written music (pitch & rhythm), expressions, form, tone quality and will demonstrate attention to these on a weekly basis through practice at home and regular lesson attendance</p>
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Grade: 4-6 Band Unit # 1 Number of Days: Year Long

Topic & # Days	NJ Visual and Performing Arts Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Ongoing as new pieces of music are being introduced (4th Grade this occurs towards second half of year and 5th and 6th Grade towards beginning of the year)</p>	<p>1.3.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristics of music or texts studied in rehearsal.</p> <p>1.3C.12nov.Cr2a: Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3C.12nov.Cr3a: Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher provided criteria</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Students will recognize and perform brief sections within pieces of the greater form, that demonstrate different speed, <p>Anchor Standards:</p> <ul style="list-style-type: none"> ● Anchor Standard 2: Organizing and developing Ideas. <p>Artistic Process</p> <ul style="list-style-type: none"> ● Creating <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Musicians' creative choices are influenced by their expertise, context and expressive intent. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do musicians make creative decisions? <p>Practices:</p> <ul style="list-style-type: none"> ● Plan and Make <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Constant and consistent teacher feedback in real time as students rehearse 	<ul style="list-style-type: none"> ● Wind and percussion instruments ● Essential Elements Series of Instrumental Instruction ● Published, leveled band repertoire ● Custom-arranged repertoire for specific student needs, not addressed in published works ● Solo, small group and large group rehearsals and performances ● Solo, small group and large group recordings

		<ul style="list-style-type: none"> ● Option to choose from possible formative assessment list as necessarily 	
	<p>1.3C.12nov.Pr4b:</p> <p>Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will accurately reproduce recurring themes in individual pieces. They will smoothly read and play first and second endings, D.C, D.S, Fine, and Codas <p>Anchor Standard:</p> <ul style="list-style-type: none"> ● Selecting, analyzing and interpreting work. <p>Artistic Process:</p> <ul style="list-style-type: none"> ● Performing <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. <p>Essential Question:</p> <ul style="list-style-type: none"> ● How do performers select Repertoire? <p>Practices:</p> <ul style="list-style-type: none"> ● Select, Analyze, Interpret <p>Suggested Formative Assessment(s):</p>	<p>Wind and percussion instruments</p> <ul style="list-style-type: none"> ● Essential Elements Series of Instrumental Instruction ● Published, leveled band repertoire ● Custom-arranged repertoire for specific student needs, not addressed in published works ● Solo, small group and large group rehearsals and performances ● Solo, small group and large group recordings

1.3C.12nov.Pr4c:

Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Constant and consistent teacher feedback in real time as students rehearse
- Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc
- Option to choose from possible formative assessment list as Necessarily

Objective:

- Students will recognize expressions including crescendo, decrescendo, accents, staccato, marcato, slurs, ritardando, accelerando, fermata

Anchor Standard:

- Selecting, analyzing and interpreting work.

Artistic Process:

- Performing

Enduring Understanding:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question:

- How do performers select repertoire?

Practices:

		<ul style="list-style-type: none"> ● Select, Analyze, Interpret Suggested Formative Assessment(s): ● Constant and consistent teacher feedback in real time as students rehearse ● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc ● Option to choose from possible formative assessment list as necessarily 	
	<p>1.3C.12nov.Pr5a:</p> <p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will be guided to identify, practice and evaluate aspects of their performance to achieve clarity and improve performance quality, including but not limited to proper instrument assembly, tone production, time (tempo/rhythm), pitch accuracy (diatonic, accidentals), expression. intonation, balance, blend <p>Anchor Standard:</p> <ul style="list-style-type: none"> ● Developing and refining techniques and models or steps needed to create products. <p>Artistic Process:</p> <ul style="list-style-type: none"> ● Performing <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● To express their musical ideas, musicians analyze, evaluate 	<ul style="list-style-type: none"> ● Wind and percussion instruments ● Essential Elements Series of Instrumental Instruction ● Published, leveled band repertoire ● Custom-arranged repertoire for specific student needs, not addressed in published works ● Solo, small group and large group rehearsals and performances ● Solo, small group and large group recordings

		<p>and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> ● How do musicians improve the quality of their performance? <p>Practices:</p> <ul style="list-style-type: none"> ● Rehearse, Evaluate, Refine <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Constant and consistent teacher feedback in real time as students rehearse ● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc ● Option to choose from possible formative assessment list as necessary 	
	<p>1.3C.12nov.Pr6a:</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will be exposed to the basic components of written music (pitch & rhythm), expressions, form, tone quality and will demonstrate attention to these on a weekly basis through practice at home and regular lesson attendance <p>Anchor Standard:</p> <ul style="list-style-type: none"> ● Conveying meaning through art <p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Musicians judge performance based on criteria that vary across time, place, and cultures. 	

		<p>The context and how a work is presented influence audience response.</p> <p>Artistic Process:</p> <ul style="list-style-type: none"> ● Performing <p>Essential Question:</p> <ul style="list-style-type: none"> ● When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? <p>Practice:</p> <ul style="list-style-type: none"> ● Present <p>Suggested Formative Assessment(s)</p> <ul style="list-style-type: none"> ● Constant and consistent teacher feedback in real time as students rehearse ● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc ● Option to choose from possible formative assessment list as necessary 	
	<p>1.3C.12nov.Re7a:</p> <p>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will be introduced to the questions “Why do we play THIS music? Where does THIS music come from? What qualities of value does it possess to us as students and performers, and also to our Audience?” <p>Anchor Standard:</p>	<ul style="list-style-type: none"> ● Wind and percussion instruments ● Essential Elements Series of Instrumental Instruction ● Published, leveled band repertoire ● Custom-arranged repertoire for specific student needs, not addressed in published works ● Solo, small group and large group rehearsals and performances

		<ul style="list-style-type: none">● Perceiving and analyzing products. <p>Enduring Understandings:</p> <ul style="list-style-type: none">● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. New Jersey Department of Education June 2020 91 <p>Artistic Process:</p> <ul style="list-style-type: none">● Responding <p>Essential Questions:</p> <ul style="list-style-type: none">● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none">● Select, Analyze <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none">● Constant and consistent teacher feedback in real time as students rehearse● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc	<ul style="list-style-type: none">● Solo, small group and large group recordings
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		<ul style="list-style-type: none"> ● Option to choose from possible formative assessment list as necessarily 	
	<p>1.3C.12nov.Re7b: Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p> <p>1.3C.12nov.Re8a: Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and setting of the text when appropriate.</p> <p>1.3C.12nov.Re9a: Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p> <p>1.3C.12nov.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Objective:</p> <ul style="list-style-type: none"> ● Students will be coached to look for repeating themes, formal structure, prior knowledge within repertoire <p>Anchor Standard: Perceiving and analyzing products.</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. NJDOE June 2020 91 <p>Artistic Process:</p> <ul style="list-style-type: none"> ● Responding <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? <p>Practices:</p> <ul style="list-style-type: none"> ● Select, Analyze ● 	<ul style="list-style-type: none"> ● Wind and percussion instruments ● Essential Elements Series of Instrumental Instruction ● Published, leveled band Repertoire <ul style="list-style-type: none"> ● Custom-arranged repertoire for specific student needs, not addressed in published works ● Solo, small group and large group rehearsals and performances ● Solo, small group and large group recordings

1.3C.12nov.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Suggested Formative Assessment(s):

- Constant and consistent teacher feedback in real time as students rehearse
- Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review etc
- Option to choose from possible formative assessment list as necessarily

Objective:

- Students will consider: Where do we hear music when we are not in school? What things do visual artists do to trigger emotion? dramatists? Authors?

Anchor Standard:

- Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding:

- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Artistic Process:

- Connecting

Essential Question:

- How do the other arts, other

		<p>disciplines, contexts, and daily life inform creating, performing, and responding to Music?</p> <p>Practice:</p> <ul style="list-style-type: none"> ● Interconnection <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Constant and consistent teacher feedback in real time as students rehearse ● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of extra review, etc ● Option to choose from possible formative assessment list as necessary 	
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Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> ● Anecdotal notes during whole group, small group and individual ● conferences ● Sharing strategies ● Turn and talk ● Stop and Jots 	<ul style="list-style-type: none"> ● Common Summative Assessments ● Concert Performance ● Completion of performance book 	<ul style="list-style-type: none"> ● Constant and consistent teacher feedback in real time as students rehearse ● Self and peer reflection throughout practice; evaluation of difficulty level, sections in need of 	<ul style="list-style-type: none"> ● Concert Performance ● Band Lessons ● Completion of beginner level book and assigned sheet music ● Completion of a few major scales during warm up time

<ul style="list-style-type: none"> ● Graphic organizers ● Running <p>Records/skills check off</p>		<p>extra review, etc</p> <ul style="list-style-type: none"> ● Public performances ● Student recordings 	
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Preparation for College, Careers, and Beyond

[Personal Financial Literacy \(9.1\) Career Awareness, Exploration, and Preparation \(9.2.\) and Life Literacies and Key Skills \(9.4\)](#)

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 5
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Life Literacies and Key Skills (9.4):

- By the end of Grade 5
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

Possible Assessment and Instructional Modifications

<u>Special Education</u>	<u>At-Risk (Math & ELA Strategies)</u>	<u>Gifted</u>	<u>English Language Learners</u>
<p><i>*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.</i></p> <p>Possible Modifications/Accommodations</p> <ul style="list-style-type: none"> ● Extra time on assessments ● Use of a graphic organizer ● Use of concrete materials and objects (manipulatives) ● Opportunities for cooperative partner work ● Assign fewer problems at one time (e.g., assign only odds or evens) ● Differentiated center-based small group instruction ● If a manipulative is used during instruction, allow its use on a test ● Provide reteach pages if necessary ● Provide several ways to solve a problem if possible ● Provide visual aids ● Tiered lessons and assignments ● Highlight key directions ● Test in alternative sites ● Allow for redos/retakes 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition the following may be Considered:</p> <ul style="list-style-type: none"> ● Additional time for assignments ● Review of directions ● Review sessions ● Use of mnemonics ● Have student restate information ● Provision of notes or outlines ● Concrete examples ● Support auditory presentations with visuals ● Assistance in maintaining uncluttered space ● Peer or scribe note taking ● Space for movement or breaks ● Extra visual and verbal cues and prompts ● Recorded musical examples ● Preferential seating ● Reduction of distractions ● Answers to be dictated 	<ul style="list-style-type: none"> ● Enrichment projects ● Higher-level cooperative learning activities ● Provide higher-order questioning and discussion opportunities ● Tiered centers ● Tiered assignments ● Alternate assignments/enrichment assignments ● Provide texts at higher reading level ● Extension activities ● Pairing direct instruction w/coaching to promote self directed learning 	<ul style="list-style-type: none"> ● Continue practicing vocabulary ● Read/state directions to student ● Provide study guides prior to tests ● Clarify test directions, read/state test questions ● Model required musical passages aloud (for comprehension assessment)

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| | <ul style="list-style-type: none">● Follow a routine/schedule● Teach time management skills● Agenda book and checklists● Adjusted assignment timelines● Varied reinforcement procedures● Work in progress check● Personalized examples | | |
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Individualized Learning Opportunities			
<ul style="list-style-type: none">● Possible independent study and online learning opportunities are embedded within the “Possible Resources and Activities” column for each Topic area.			