



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Instrumental Music, Grade 5

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
October 2012	Jessica Shaw	Revisions
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions

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Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Unit 1: Music Theory and Intro to Band Instruments	21	Unit 4: Performance (Apply all units)
2	Unit 1: Music Theory and Intro to Band Instruments	22	Unit 4: Performance (Apply all units)
3	Unit 1: Music Theory and Intro to Band Instruments	23	Unit 4: Performance (Apply all units)
4	Unit 2: Music Theory and Instrument Basics	24	Unit 4: Performance (Apply all units)
5	Unit 2: Music Theory and Instrument Basics	25	Unit 4: Performance (Apply all units)
6	Unit 2: Music Theory and Instrument Basics	26	Unit 4: Performance (Apply all units)
7	Unit 2: Music Theory and Instrument Basics	27	Unit 4: Performance (Apply all units)
8	Unit 3: Developing Command of Instrument	28	Unit 4: Performance (Apply all units)
9	Unit 3: Developing Command of Instrument	29	Unit 4: Performance (Apply all units)
10	Unit 3: Developing Command of Instrument	30	Unit 4: Performance (Apply all units)
Week	Marking Period 2	Week	Marking Period 4
11	Unit 4: Performance (Apply all units)	31	Unit 4: Performance (Apply all units)
12	Unit 4: Performance (Apply all units)	32	Unit 4: Performance (Apply all units)
13	Unit 4: Performance	33	Unit 4: Performance

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	(Apply all units)		(Apply all units)
14	Unit 4: Performance (Apply all units)	34	Unit 4: Performance (Apply all units)
15	Unit 4: Performance (Apply all units)	35	Unit 4: Performance (Apply all units)
16	Unit 4: Performance (Apply all units)	36	Unit 4: Performance (Apply all units)
17	Unit 4: Performance (Apply all units)	37	Unit 4: Performance (Apply all units)
18	Unit 4: Performance (Apply all units)	38	Unit 4: Performance (Apply all units)
19	Unit 4: Performance (Apply all units)	39	Unit 4: Performance (Apply all units)
20	Unit 4: Performance (Apply all units)	40	Unit 4: Performance (Apply all units)

Core Instructional & Supplemental Materials including various levels of Texts

Instruments, notation worksheet packets, instrumental Lesson Books (Essential Elements), www.jwpepper.com, band and ensemble music for varied instruments on appropriate levels, rhythm cards, white board and markers

Time Frame 3 weeks, ongoing

Topic

Unit 1: Basic Music Theory and Introduction to Band Instruments

Essential Questions

- What are the elements of music and how do musicians and composers manipulate these to create music?
- How does reading music notation relate to the ability to understand and perform music?

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- What constitutes a desirable individual tone quality?
- What constitutes a desirable ensemble tone quality?
- How does an individual sound affect the ensemble sound?
- Why is rhythm important in music?
- Why is articulation necessary?
- Are music articulation and spoken language related?
- How do different articulations affect musical style?

Enduring Understandings

- Music is the organization of sound, and can be created through notated rhythms and pitches.
- A strong rhythmic vocabulary is essential for musical development.
- Internal pulse is the heartbeat of music.
- Articulation is the beginning of all tone production.
- Articulation impacts all elements of music.
- Proper articulation dictations proper execution of style.
- Desirable tone quality stems from air support and posture.
- Every instrument has a different and unique timbre.

Alignment to Standards

1.1 The Creative Process 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.

- 1.1.5.B.CS1 - [Content Statement] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 1.1.5.B.1 - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.CS2 - [Content Statement] - The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
- 1.1.5.B.2 - [Cumulative Progress Indicator] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.3 Performance 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.1.3.5.B.CS1 - [Content Statement] - Complex scores may include compound meters and the grand staff
- VPA.1.3.5.B.1 - [Cumulative Progress Indicator] - Sing or play music from complex notation,

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using notation systems in treble and bass clef, mixed meter, and compound meter.

- VPA.1.3.5.B.CS2 - [Content Statement] - Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
- VPA.1.3.5.B.2 - [Cumulative Progress Indicator] - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- VPA.1.3.5.B.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- VPA.1.3.5.B.3 - [Cumulative Progress Indicator] - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- VPA.1.3.5.B.CS4 - [Content Statement] - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- VPA.1.3.5.B.4 - [Cumulative Progress Indicator] - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Learning Activities & Key Concepts and Skills

- Draw the notes, rests, and symbols previously introduced.
- Demonstrate correct instrument playing posture and embouchure.
- Demonstrate how to safely and correctly put their instrument together and apart.
- Clap and play using the notes, rests, and symbols previously introduced. (Whole, half, quarter, eighths).
- Execute an external steady beat while developing an internal steady beat.
- Use a metronome while performing rhythms.
- Use tongue in a proper striking motion for instrument.
- Apply proper tonguing technique while performing various articulation styles.
- Name notes on the staff of appropriate clef.
- Demonstrate how to make sound on selected instruments.
- Perform simply rhythms using whole, half, quarter and eighth notes, and whole, half, and quarter rests.

Assessments

Formative:

- Google classroom posts
- Instrument performances alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Written music theory worksheets
- Self-assessment with rubric

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- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording with rubric

Alternative:

- Portfolio

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal related to music education.

CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

CRP.6 Demonstrate creativity and innovation in music creation.

CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership

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skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.5.SL.5.1 - Throughout the course, students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics in music education, building on others' ideas and expressing their own clearly.

Technology Integration

- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, 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. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
- Students will use Google Docs and Slides to communicate responses to music
- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Student will utilize the internet and online databases to conduct research
- Students will use Google Phone to record practice sessions for evaluation
- Students will use Chromebooks to record performance and self-assess
- Students will use Google Forms to assess music theory knowledge

Time Frame	4 weeks, ongoing
Topic	
Unit 2: Music Theory (cont'd) and Instrument Basics	
Essential Questions	
<ul style="list-style-type: none">● How does reading music notation relate to the ability to understand and perform music?● What is music notation and how does understanding it bring us closer to understanding the	

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music it represents?

- What constitutes a desirable individual tone quality?
- What constitutes a desirable ensemble tone quality?
- Refined individual tone quality positively impacts ensemble sonority.
- How are posture, breath support, and articulation important to playing a band instrument?
- What behaviors and skills are needed to play an instrument well?

Enduring Understandings

- Students will be able to understand that the ability to read music notation correlates with musical fluency and literacy.
- How to interpret written music to perform on an instrument.
- Students will identify desirable individual and ensemble tone quality through recordings of classical excerpts.
- Different styles music have different purposes and can convey different meanings.
- How to describe different elements of music and elements of musical selections. (Not limited to timbre, mood, and form).
- Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- Playing an instrument allows us to communicate without words.
- Silence is as important as sound in a musical composition.
- Scales and arpeggios are the building blocks of music compositions.
- Posture, breath support, correct embouchure, and practice help produce a desirable tone.
- Musicians must practice to become better and improve their tone and ability.

Alignment to Standards

1.1 The Creative Process: 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.

- 1.1.5.B.CS1 - [Content Statement] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 1.1.5.B.1 - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.CS2 - [Content Statement] - The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
- 1.1.5.B.2 - [Cumulative Progress Indicator] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate

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basic structures.

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.

- VPA.1.2.5.A.CS1 - [Content Statement] - Art and culture reflect and affect each other.
- VPA.1.2.5.A.1 - [Cumulative Progress Indicator] - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- VPA.1.2.5.A.CS2 - [Content Statement] - Characteristic approaches to content, form, style, and design define art genres.
- VPA.1.2.5.A.2 - [Cumulative Progress Indicator] - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- VPA.1.2.5.A.CS3 - [Content Statement] - Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
- VPA.1.2.5.A.3 - [Cumulative Progress Indicator] - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance: 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.1.3.5.B.CS1 - [Content Statement] - Complex scores may include compound meters and the grand staff
- VPA.1.3.5.B.1 - [Cumulative Progress Indicator] - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
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- VPA.1.3.5.B.2 - [Cumulative Progress Indicator] - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- VPA.1.3.5.B.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- VPA.1.3.5.B.3 - [Cumulative Progress Indicator] - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- VPA.1.3.5.B.CS4 - [Content Statement] - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- VPA.1.3.5.B.4 - [Cumulative Progress Indicator] - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

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.

- VPA.1.4.5.A.CS1 - [Content Statement] - Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- VPA.1.4.5.A.1 - [Cumulative Progress Indicator] - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to

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established classifications.

- VPA.1.4.5.A.CS2 - [Content Statement] - Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- VPA.1.4.5.A.2 - [Cumulative Progress Indicator] - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- VPA.1.4.5.A.CS3 - [Content Statement] - Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- VPA.1.4.5.A.3 - [Cumulative Progress Indicator] - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- VPA.1.4.5.B.CS1 - [Content Statement] - Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- VPA.1.4.5.B.1 - [Cumulative Progress Indicator] - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- VPA.1.4.5.B.CS2 - [Content Statement] - Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- VPA.1.4.5.B.2 - [Cumulative Progress Indicator] - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- VPA.1.4.5.B.CS3 - [Content Statement] - While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- VPA.1.4.5.B.3 - [Cumulative Progress Indicator] - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of music.
- VPA.1.4.5.B.CS4 - [Content Statement] - Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
- VPA.1.4.5.B.4 - [Cumulative Progress Indicator] - Define technical proficiency, using the elements of the arts and principles of design.
- VPA.1.4.5.B.CS5 - [Content Statement] - Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of music, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
- VPA.1.4.5.B.5 - [Cumulative Progress Indicator] - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of music

Learning Activities & Key Concepts and Skills

- Warm ups
- Concert B-flat scale

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- Individual and group practice
- Online music theory exercises
- Listening activities
- Singing activities
- Discussion of listening activities
- Identify and perform music in the following time signatures: 4/4, 3/4, 2/4.
- Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs, first ending, second ending, and one measure repeat sign; pick up note, fermata, key changes, accidentals, tempo and stylistic indications.
- Name flats and sharps in a key signature.
- Name lines and spaces on the appropriate clef.
- Demonstrate the ability to identify and perform notes beyond the staff.
- Identify accidentals on the staff. Identify and apply the following dynamic markings: piano, mezzo piano, mezzo forte, forte, crescendo and diminuendo.
- Listen for and apply an acceptable beginning tone quality.
- Listen to their instrument specific section and match their overall tone while blending in their individual sound.
- Listen to their ensemble and create a well balanced sound.
- Demonstrate varying articulations such as tonguing and slurring.

Assessments

Formative:

- Google classroom posts
- Playing instruments alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Written music theory worksheets
- Self assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording

Alternative:

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- Portfolio

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CRP.2 Students apply appropriate academic and technical skills to produce music independently and in ensemble that demonstrate mastery of VPA music strand standards.

CRP.4 Communicate clearly and effectively and with reason during academic conversations various contexts and for various purposes with regard to music education.

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CRP.8 Utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing musical skill.

CRP.11 Use technology to enhance productivity in all aspects of the process of planning, producing, and presenting musical selections.

21st Century Skills

Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.5.SL.5.1 - Throughout the course, students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics in music education, building on others' ideas and expressing their own clearly.

7.1.NH.A.5- Demonstrate comprehension of short written phrases in Italian found in their music. Students will respond and perform appropriately for each Italian musical term or phrase.

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Technology Integration

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Time Frame	3 weeks, ongoing
Topic	
Unit 3: Developing Command of Instrument	
Essential Questions	
<ul style="list-style-type: none">● Is technical development necessary to musical performance?● Why do musicians need to be technically proficient?● How does improved technique increase performance options?● What methods are best to help one improve their musical proficiency?● How does reading music notation relate to the ability to understand and perform music?● How are posture, breath support, and articulation important to playing a band instrument?	
Enduring Understandings	
<ul style="list-style-type: none">● Technical proficiency is an essential element of musical performance.● More difficult music necessitates a higher level of technical facility.● Developing one's technique opens up many musical opportunities.● Varying methods and styles of practice help musicians become more proficient.	

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- Understanding all musical notation and markings helps musicians perform with better understanding of the music.
- Posture, breath support, and articulation are the cornerstones of good tone quality.

Alignment to Standards

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 - VPA.1.4.5.B.CS5 - [Content Statement] - Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of music, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
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Learning Activities & Key Concepts and Skills

- Warm ups
- Concert B-flat Scale
- Individual and group practice
- Online music theory exercises
- Listening activities
- Discussion of listening activities
- Recordings and evaluations of small groups and individuals with a rubric.
- Identify and perform music in the following time signatures: 2/4, 3/4, 4/4
- Correct posture. Proper instrument carriage and hand position/grip.
- Correct fingerings, slide positions, sticking, and auxiliary percussion technique.
- An instrument specific warm up routine. (Lip slurs, rudiments, etc).
- Scales and scale-based exercises.
- Hold instrument properly, using correct angle and appropriate hand position.
- Demonstrate the ability to execute fingerings, slide positions, stickings, and auxiliary percussion technique.

- Begin performing concert music
- Identify and perform according to Italian musical terms such as tempo and dynamics.

Assessments

Formative:

- Google classroom posts
- Playing instruments alone and in small groups
- Individual and group Recordings
- Google Forms/Quizzes
- Self assessment with rubric
- Critique with rubric
- Participation in various in-class performance activities
- Individual playing tests with rubrics

Summative:

- Participation in concert

Benchmark:

- Elements of music assessment
- Individual performance recording

Alternative:

- Portfolio

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Through the process of learning about and creating music, students work toward mastery of **9.2.8 B.3** which states that students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

LA.5.SL.5.1 - Throughout the course, students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics in music education, building on others' ideas and expressing their own clearly.

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- In developing responses and connections to music, students will develop mastery of anchor standard **TECH.8.1.5** which states, 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. Cumulative progress indicators will include mastery of the ability to select and use appropriate digital tools and resources to accomplish a variety of tasks (**TECH.8.1.5.A.1**)
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- Students will use Chromebooks to record performance and self-assess
- Students will use Google Forms to assess music theory knowledge

Time Frame	Ongoing
Topic	
Unit 4: Performance (Apply all units)	
Essential Questions	
<p>How does learning an instrument or playing in an ensemble make you an intelligent listener? What does it mean to actively listen? How does learning music make one culturally aware? How do I produce a good sound? How do technique and practice habits affect the ensemble as a whole? How do I become a better musician?</p>	
Enduring Understandings	
<p>Students will understand that the process of critique is essential to the development of all proper performance practices. Listening is the most important skill of a musician. Musicians must always be aware of their sound. Music can have many different purposes and meanings.</p>	

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Practice is essential to develop technical proficiency and become a good musician. Posture, breath support, and articulation are the cornerstones of good tone quality.

Alignment to Standards

1.1 The Creative Process 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.

- 1.1.5.B.CS1 - [Content Statement] - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 1.1.5.B.1 - [Cumulative Progress Indicator] - Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.CS2 - [Content Statement] - The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.
- 1.1.5.B.2 - [Cumulative Progress Indicator] - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.3 Performance 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.1.3.5.B.CS1 - [Content Statement] - Complex scores may include compound meters and the grand staff
- VPA.1.3.5.B.1 - [Cumulative Progress Indicator] - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- VPA.1.3.5.B.CS2 - [Content Statement] - Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
- VPA.1.3.5.B.2 - [Cumulative Progress Indicator] - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- VPA.1.3.5.B.CS3 - [Content Statement] - Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- VPA.1.3.5.B.3 - [Cumulative Progress Indicator] - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- VPA.1.3.5.B.CS4 - [Content Statement] - Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- VPA.1.3.5.B.4 - [Cumulative Progress Indicator] - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

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.

- VPA.1.4.5.A.CS1 - [Content Statement] - Works of art may be organized according to their

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functions and artistic purposes (e.g., genres, mediums, messages, themes).

- VPA.1.4.5.A.1 - [Cumulative Progress Indicator] - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- VPA.1.4.5.A.CS2 - [Content Statement] - Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- VPA.1.4.5.A.2 - [Cumulative Progress Indicator] - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- VPA.1.4.5.A.CS3 - [Content Statement] - Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- VPA.1.4.5.A.3 - [Cumulative Progress Indicator] - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- VPA.1.4.5.B.CS1 - [Content Statement] - Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- VPA.1.4.5.B.1 - [Cumulative Progress Indicator] - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- VPA.1.4.5.B.CS2 - [Content Statement] - Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- VPA.1.4.5.B.2 - [Cumulative Progress Indicator] - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- VPA.1.4.5.B.CS3 - [Content Statement] - While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- VPA.1.4.5.B.3 - [Cumulative Progress Indicator] - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of music.
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- Concert B-flat scale
- Playing in time signatures: 2/4, 3/4, and 4/4
- Performing using whole, half, quarter, and eighth rests, along with multiple measure rests.
- Instrument specific exercises (Lips slurs, rudiments, etc).
- Spring Concert music
- Spring Concert performance
- 5th grade orientation day performances
- Group discussions during small and large ensemble with other students
- Student exposure to each other will provide perspective which is crucial in critique.
- Students will listen to recordings of themselves, (in class and/or at home) both from rehearsals and performances, and discuss strengths as well as areas that in need of improvement.
- Students and teacher will discuss progress made from beginning of the year

Assessments

Formative:

- Google classroom posts
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- Music theory worksheets
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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

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- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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