



Rochelle Park School District

Curriculum Guide

Instrumental Music Grades 4 & 5

BOE Approved on August 30, 2022

Rochelle Park School District

Instrumental Music Curriculum

Content Area: Visual and Performing Arts	Subject Name: Instrumental Music (Band)	Grade: Elementary Band (Novice Level)
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Course Description and Rationale

Band is a co-curricular subject with its own special body of knowledge, skills, and unique way of knowing and thinking. While music can stand alone as its own subject, it can naturally be integrated with other disciplines and creates connections between the school and the community. Musicianship is developed through creating, performing, responding, and connecting. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance. Band offers students the opportunity to explore the mechanics and skills of becoming both musicians and connoisseurs of music. It provides many opportunities for all students, at all levels and abilities, to participate and excel as collaborative team members. By helping our students to develop their musical abilities in ensemble and small group settings, we are helping to provide them with skills that also encourage self-directed lifelong learning.

The skills students learn in this course will help prepare them for future courses in the arts, other content areas, and build important life-skills as a whole. Students in Band will receive instruction as a full ensemble, as well as supplemental instruction in the form of small group lessons with students of the same or similar instrument(s). Assessment of student work is uniquely a collaborative effort between teacher and student, focusing on teacher supported self reflection and goal-setting. Evaluations will be based on classroom performance in both lesson group and large ensemble settings.

Unit 1: Beginning of Year		Pacing: 15 Days
Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
Anchor Standard 2: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
Anchor Standard 3: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	Evaluate/Refine
Anchor Standard 4: 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.	How do performers select repertoire?	Select, Analyze, Interpret

Anchor Standard 5: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their performance?	Rehearse, Evaluate, Refine
Anchor Standard 6: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	When is a performance ready to present or judge? How do context and the manner in which musical work is presented influence audience response?	Present

New Jersey Student Learning Standards

Artistic Process: Creating

Anchor Standard #1	Performance Expectations	
Generating and conceptualizing ideas.	1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard #2	Performance Expectations	
Organizing and developing ideas.	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.
Anchor Standard #3	Performance Expectations	
Refining and completing products	1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
	1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

Artistic Process: Performing

Anchor Standard #4	Performance Expectations:	
Selecting, analyzing, and interpreting work.	1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
Anchor Standard #5	Performance Expectations:	
Developing and refining techniques and models or steps	1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

needed to create products.		
Anchor Standard #6	Performance Expectations:	
Conveying meaning through art.	1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music
	1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Artistic Process: Responding		
Anchor Standard #7	Performance Expectations:	
Perceiving and analyzing products.	1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music
Anchor Standard #8	Performance Expectations:	
Applying criteria to evaluate products.	1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate)
Anchor Standard #9	Performance Expectations:	
Interpreting intent and meaning.	1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Artistic Process: Connecting		
Anchor Standard #10	Performance Expectations:	
Synthesizing and relating knowledge and personal experiences to create products.	1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a
Anchor Standard #11	Performance Expectations:	
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a
Interdisciplinary Connections		
	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).	
	2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	
	8.2.2.ITH.2: Explain the purpose of a product and its value.	
	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.	

	8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
Career Readiness, Life Literacies and Key Skills	
	9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	9.4.5.DC.1: Explain the need for and use of copyrights.
	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).
	7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
Computer Science and Design Thinking	
	8.2.2.ED.1: Communicate the function of a product or device.
	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Instructional Focus

Student Learning Objectives

- Improvise 1 measure rhythmic patterns
- Demonstrate an understanding of standard notation practices
- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Discuss and evaluate individual and peer performances
- Analyze and defend artistic decisions
- Execute accurate notes, rhythms
- Perform with proper posture and hand position
- Perform with appropriate dynamics and tempo
- Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations
- Acquire and apply knowledge of proper rehearsal techniques
- Aurally recognize various expressive musical qualities

- Acquire and apply knowledge of how and why musicians choose musical selections for performance

Instructional Procedures

- **Instrument Based**
 - Setting up and putting instrument together
 - Making sound on mouthpiece/drum-pad
 - Learning names and purposes of instrument-parts
- **Music Based**
 - Note reading on the staff
 - Reading and counting rhythms from whole note to quarter note
- **Ensemble Based**
 - Performance posture
 - Clapping and breathing together as a group
 - Conducting beats and following a conductor

Resources/Materials

- Band Music
- Smart Board
- White Board
- Student-Chosen Music Examples

Evidence of Learning/Assessments

- Teacher observation and performance assessment
- Student self-reflection and performance assessment

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Multimedia	Graphic organizers	Tiered activities	Multimedia
Think alouds	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Read alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair- share	Answer masking		Self-directed activities	Answer masking
Visual aides	Answer eliminator			Answer eliminator
Modeling	Highlighter			Highlighter
Cognates	Color contrast			Color contrast
				Parent communication
				Modified assignments
				Counseling

Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
Anchor Standard 2: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
Anchor Standard 3: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?	Evaluate/Refine
Anchor Standard 4: 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.	How do performers select repertoire?	Select, Analyze, Interpret
Anchor Standard 5: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.	How do musicians improve the quality of their performance?	Rehearse, Evaluate, Refine
Anchor Standard 6: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	When is a performance ready to present or judge? How do context and the manner in which musical work is presented influence audience response?	Present

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Artistic Process: Creating

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Refining and completing products	1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
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Artistic Process: Performing		
Anchor Standard #4	Performance Expectations:	
Selecting, analyzing, and interpreting work.	1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
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Anchor Standard #5	Performance Expectations:	
Developing and refining techniques and models or steps needed to create products.	1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
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Artistic Process: Responding		
Anchor Standard #7	Performance Expectations:	
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	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.	
	8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.	
	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.	
	RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	
Career Readiness, Life Literacies and Key Skills		
	9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).	
	9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).	
	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
	9.4.5.DC.1: Explain the need for and use of copyrights.	
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Computer Science and Design Thinking		
	8.2.2.ED.1: Communicate the function of a product or device.	
	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.	
	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	

Instructional Focus

Student Learning Objectives

- Compose and improvise 3-5 note melodic exercises and improvise 1 measure rhythmic patterns
- Create 2-4 measure melodies
- Demonstrate an understanding of standard notation practices
- Discuss and plan next steps to refine compositions
- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, breath support
- Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert Bb Major, dotted half note rhythms
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Discuss and evaluate individual and peer performances
- Analyze and defend artistic decisions
- Execute accurate notes, rhythms, and articulations
- Perform with proper tone quality, posture, and hand position
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend
- Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations
- Acquire and apply knowledge of proper rehearsal techniques
- Acquire and apply knowledge of how and why musicians select specific repertoire for performance
- Acquire and apply knowledge of expressive qualities to create meaningful performances
- Apply appropriate expressive qualities to repertoire based on musical context and elements
- Demonstrate critical listening skills such as but not limited to: responding during performance, listening to and reflecting on rehearsal recordings
- Aurally recognize various expressive musical qualities that inform the response to music
- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Acquire and apply knowledge of how and why musicians choose musical selections for performance.

Instructional Procedures

- **Instrument Based**
 - Setting up and putting instrument together
 - Making sound on mouthpiece/drum-pad
 - Checking instrument for proper playing-condition
 - Practice instrument-specific warm-ups to help technical proficiency
- **Music Based**
 - Note reading on the staff
 - Reading and counting rhythms from whole note to eighth note
 - Warm-up with tone building, scalar, and sight-reading exercises
 - Practicing ensemble and solo repertoire purposefully and critically
- **Ensemble Based**
 - Performance posture
 - Clapping and breathing exercises as a group
 - Conducting beats and following a conductor

- Listening to the entire ensemble
- Performing and reflecting on ensemble repertoire purposefully and critically

Resources/Materials

- Band Music
- Smart Board
- White Board
- Student-Chosen Music Examples

Evidence of Learning/Assessments

- Teacher observation and performance assessment
- Student self-reflection and performance assessment

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Unit 3: Spring Semester		Pacing: 90 Days
Enduring Understanding	Essential Questions	Practice
Anchor Standard 1: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
Anchor Standard 2: Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
Anchor Standard 3: Musicians evaluate and refine their work	How do musicians improve the quality of their creative work?	Evaluate/Refine

through openness to new ideas, persistence, and the application of appropriate criteria.		
Anchor Standard 4: 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.	How do performers select repertoire?	Select, Analyze, Interpret
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Anchor Standard #5	Performance Expectations:	
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	2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	8.2.2.ITH.2: Explain the purpose of a product and its value.
	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
	8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
	6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
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Computer Science and Design Thinking	
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	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Instructional Focus
Student Learning Objectives
<ul style="list-style-type: none"> ● Compose and improvise 3-8 note melodic exercises and improvise 1 measure rhythmic patterns ● Create 2-4 measure melodies ● Demonstrate an understanding of standard notation practices ● Discuss and plan next steps to refine compositions

- Perform compositions in lessons for and/or with peers
- Demonstrate an understanding of how skill level and musical maturity help to determine appropriate repertoire selection
- Demonstrate knowledge of technical skills such as but not limited to: tone quality, fingerings/positions, articulation, breath support
- Demonstrate knowledge of relevant music theory concepts such as but not limited to: Concert Bb Major, dotted half note rhythms
- Demonstrate knowledge of artistic elements such as but not limited to: dynamic levels, articulations, tempo, musical form, and style
- Discuss and evaluate individual and peer performances
- Analyze and defend artistic decisions
- Execute accurate notes, rhythms, and articulations
- Perform with proper tone quality, posture, and hand position
- Perform with appropriate dynamics, phrasing, tempo, balance, and blend
- Engage in activities to discover musical context such as but not limited to: listening, responding, and visual presentations
- Acquire and apply knowledge of proper rehearsal techniques
- Acquire and apply knowledge of how and why musicians select specific repertoire for performance
- Acquire and apply knowledge of expressive qualities to create meaningful performances
- Apply appropriate expressive qualities to repertoire based on musical context and elements
- Demonstrate critical listening skills such as but not limited to: responding during performance, listening to and reflecting on rehearsal recordings
- Aurally recognize various expressive musical qualities that inform the response to music
- Acquire and apply knowledge of how and why musicians choose musical selections for performance.

Instructional Procedures

- **Instrument Based**
 - Setting up and putting instrument together
 - Making sound on mouthpiece/drum-pad
 - Checking instrument for proper playing-condition
 - Practice instrument-specific warm-ups to help technical proficiency
- **Music Based**
 - Note reading on the staff
 - Reading and counting rhythms from whole note to eighth note
 - Warm-up with tone building, scalar, and sight-reading exercises
 - Practicing ensemble and solo repertoire purposefully and critically
- **Ensemble Based**
 - Performance posture
 - Clapping and breathing exercises as a group
 - Conducting beats and following a conductor
 - Listening to the entire ensemble
 - Performing and reflecting on ensemble repertoire purposefully and critically

Resources/Materials

- Band Music
- Smart Board
- White Board
- Student-Chosen Music Examples

Evidence of Learning/Assessments

- Teacher observation and performance assessment
- Student self-reflection and performance assessment

Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments
				Counseling