



# **Rochelle Park School District**

## **Curriculum Guide**

### **Instrumental Music Grades 6, 7, & 8**

BOE Approved on August 30, 2022

# Rochelle Park School District

## Instrumental Music Curriculum

<b>Content Area:</b> Visual and Performing Arts	<b>Subject Name:</b> Instrumental Music (Band)	<b>Grade:</b> Middle School Band (Intermediate 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.

<b>Unit 1: Beginning of Year</b>		<b>Pacing: 15 Days</b>
<b>Enduring Understanding</b>	<b>Essential Questions</b>	<b>Practice</b>
<b>Anchor Standard 1:</b> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
<b>Anchor Standard 2:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
<b>Anchor Standard 3:</b> 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
<b>Anchor Standard 4:</b> 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

<b>Anchor Standard 5:</b> 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
<b>Anchor Standard 6:</b> 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 judge ready to present? 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.12int.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.12int.Cr2a	Select and develop draft melodies and rhythmic passages 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.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria
	1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (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.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble
	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
	1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Anchor Standard #5	Performance Expectations:	

Developing and refining techniques and models or steps needed to create products.	1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
<b>Anchor Standard #6</b>	<b>Performance Expectations:</b>	
Conveying meaning through art.	1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
	1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
<b>Artistic Process: Responding</b>		
<b>Anchor Standard #7</b>	<b>Performance Expectations:</b>	
Perceiving and analyzing products.	1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context
	1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music
<b>Anchor Standard #8</b>	<b>Performance Expectations:</b>	
Applying criteria to evaluate products.	1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
<b>Anchor Standard #9</b>	<b>Performance Expectations:</b>	
Interpreting intent and meaning.	1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
<b>Artistic Process: Connecting</b>		
<b>Anchor Standard #10</b>	<b>Performance Expectations:</b>	
Synthesizing and relating knowledge and personal experiences to create products.	1.3C.12int.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.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
<b>Anchor Standard #11</b>	<b>Performance Expectations:</b>	
Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	1.3C.12int.Cn11a	1.3C.12int.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.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
<b>Interdisciplinary Connections</b>		
	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.	
	2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.	
	RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	

	L.6.4.c.: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	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.

### Career Readiness, Life Literacies and Key Skills

	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### Computer Science and Design Thinking

	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

## 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

<ul style="list-style-type: none"> <li>● <b>Instrument Based</b> <ul style="list-style-type: none"> <li>○ Setting up and putting instrument together</li> <li>○ Making sound on mouthpiece/drum-pad</li> <li>○ Checking instrument for proper playing-condition</li> <li>○ Practice instrument-specific warm-ups to help technical proficiency</li> </ul> </li> <li>● <b>Music Based</b> <ul style="list-style-type: none"> <li>○ Note reading on the staff</li> <li>○ Reading and counting rhythms from whole note to eighth note</li> <li>○ Warm-up with tone building, scalar, and sight-reading exercises</li> <li>○ Practicing ensemble and solo repertoire purposefully and critically</li> </ul> </li> <li>● <b>Ensemble Based</b> <ul style="list-style-type: none"> <li>○ Performance posture</li> <li>○ Clapping and breathing exercises as a group</li> <li>○ Conducting beats and following a conductor</li> <li>○ Listening to the entire ensemble</li> <li>○ Performing and reflecting on ensemble repertoire purposefully and critically</li> </ul> </li> </ul>
<b>Resources/Materials</b>
<ul style="list-style-type: none"> <li>● Band Music</li> <li>● Smart Board</li> <li>● White Board</li> <li>● Student-Chosen Music Examples</li> </ul>
<b>Evidence of Learning/Assessments</b>
<ul style="list-style-type: none"> <li>● Teacher observation and performance assessment</li> <li>● Student self-reflection and performance assessment</li> </ul>

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

<b>Unit 2: Fall Semester</b>		<b>Pacing:</b> 75 Days
<b>Enduring Understanding</b>	<b>Essential Questions</b>	<b>Practice</b>
<b>Anchor Standard 1:</b> The	How do musicians generate creative ideas?	Imagine

creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources		
<b>Anchor Standard 2:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
<b>Anchor Standard 3:</b> 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
<b>Anchor Standard 4:</b> 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
<b>Anchor Standard 5:</b> 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
<b>Anchor Standard 6:</b> 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 judge ready to present? 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.12int.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.12int.Cr2a	Select and develop draft melodies and rhythmic passages 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.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria
	1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal
<b>Artistic Process: Performing</b>		
<b>Anchor Standard #4</b>	<b>Performance Expectations:</b>	
Selecting, analyzing, and interpreting work.	1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble
	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
	1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
<b>Anchor Standard #5</b>	<b>Performance Expectations:</b>	
Developing and refining techniques and models or steps needed to create products.	1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
<b>Anchor Standard #6</b>	<b>Performance Expectations:</b>	
Conveying meaning through art.	1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
	1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
<b>Artistic Process: Responding</b>		
<b>Anchor Standard #7</b>	<b>Performance Expectations:</b>	
Perceiving and analyzing products.	1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context
	1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music
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Applying criteria to evaluate products.	1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
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Interpreting intent and meaning.	1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
<b>Artistic Process: Connecting</b>		



<b>Anchor Standard #10</b>	<b>Performance Expectations:</b>	
Synthesizing and relating knowledge and personal experiences to create products.	1.3C.12int.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.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a
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<b>Interdisciplinary Connections</b>		
	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.	
	2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.	
	RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	
	L.6.4.c.: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
	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.	
<b>Career Readiness, Life Literacies and Key Skills</b>		
	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	
	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	
	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	
<b>Computer Science and Design Thinking</b>		
	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.	
	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.	
	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.	

<b>Instructional Focus</b>
<b>Student Learning Objectives</b>
<ul style="list-style-type: none"> <li>• Compose and improvise 3-5 note melodic exercises and improvise 1 measure rhythmic patterns</li> </ul>

- 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

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
<b>Anchor Standard 1:</b> The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources	How do musicians generate creative ideas?	Imagine
<b>Anchor Standard 2:</b> Musicians' creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?	Plan, Make
<b>Anchor Standard 3:</b> 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
<b>Anchor Standard 4:</b> Performers' interest in and knowledge of musical works, understanding of their own	How do performers select repertoire?	Select, Analyze, Interpret

technical skill, and the context for a performance influence the selection of repertoire.		
<b>Anchor Standard 5:</b> 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
<b>Anchor Standard 6:</b> 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 judge ready to present? How do context and the manner in which musical work is presented influence audience response?	Present

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	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
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		performances.
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	RL.6.3.: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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	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.

### **Career Readiness, Life Literacies and Key Skills**

	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

### **Computer Science and Design Thinking**

	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
	8.2.8.NT.1: Examine a malfunctioning tool, product, or system and propose solutions to the problem.
	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

## **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, sixteenth 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

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	Leveled readers
Think alouds	Assistive technology	Parent communication	research/inquiry	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Collaborative teamwork	Notes/summaries
	Extended time	Counseling	Higher level questioning	Extended time

Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Answer masking Answer eliminator Highlighter Color contrast		Critical/Analytical thinking tasks Self-directed activities	Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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