



# PISCATAWAY TOWNSHIP SCHOOLS

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## **BAND (4-5)**

**Content Area:** Music

**Grade Span:** 4-5

**Revised by:** Steven Plesnarski

**Presented by:**

**Approval date:** August 2020

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## COURSE OVERVIEW

Description		
<p>This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. Both the General Music and Music Ensembles standards are referenced because of the hybrid nature of a first-time experience on new instruments and the opportunity to use those instruments in group performance. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure.</p>		
Goals		
<p>The expectations for student achievement increase across the grade band clusters as follows:            ...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:</p> <ul style="list-style-type: none"> <li>• Respond to artworks with empathy.</li> <li>• Understand that artwork reflects historical, cultural, and aesthetic perspectives.</li> <li>• Perform in all four arts disciplines at an age-appropriate level.</li> <li>• Draw similarities within and across the arts disciplines.</li> </ul>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Fundamentals (Levels 1 & 2)	Full Year
Unit 2	Performance Preparation (Level 1)	Full Year
Unit 3	Performance Preparation (Level 2)	Full Year
Unit 4	Continued Fundamental Development & Performance (Level 1)	Full Year
Unit 5	Continued Fundamental Development & Performance (Level 2)	Full Year
Resources		
<p><b>Core Text:</b>            Essential Elements or other technique book.</p> <p><b>Suggested Resources:</b>            Teacher-made resources            Repertoire</p>		

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
<p>The expectations for student achievement increase across the grade band clusters as follows:            ...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:</p> <ul style="list-style-type: none"> <li>• Respond to artworks with empathy</li> <li>• Understand that artwork reflects historical, cultural, and aesthetic perspectives</li> <li>• Perform in all four arts disciplines at an age-appropriate level.</li> <li>• Draw similarities within and across the arts disciplines.</li> </ul>	
<b>State Standards</b>	
<b>General Music</b>	
<b>Anchor Standard 1</b>	Generating and Conceptualizing Ideas
1.3A.5.Cr1a	Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).
<b>Anchor Standard 2</b>	Organizing and Developing Ideas
1.3A.5.Cr2a:	Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
1.3A.5.Cr2b	Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.
<b>Anchor Standard 3</b>	Refining and Completing Products
1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
<b>Anchor Standard 7</b>	Perceiving and Analyzing Products
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed

	by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
<b>Anchor Standard 8</b>	Interpreting Intent and Meaning
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music
<b>Anchor Standard 9</b>	Applying Criteria to Evaluate Products
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

<b>Music Ensembles</b>	
<b>Anchor Standard 1</b>	Generating and Conceptualizing Ideas
Novice	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	

1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Accomplished	
1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Advanced	
1.3Cadv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
<b>Anchor Standard 2</b>	Organizing and Developing Ideas
Novice	
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.
Intermediate	
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.
Proficient	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
Accomplished	

1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Advanced	
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
<b>Anchor Standard 3</b>	Refining and Completing Products
Novice	
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.
Intermediate	
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.
Proficient	
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

Accomplished	
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
Advanced	
1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
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.
Intermediate	
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.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the

	purpose and context of the performance.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
Intermediate	
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.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual

	and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
Novice	
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.
Intermediate	
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.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an

	audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	Perceiving and Analyzing Products
Novice	
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.
Intermediate	
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.
Proficient	
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	Interpreting intent and meaning
Novice	
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).
Intermediate	
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).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research
Accomplished	

1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9</b>	Applying criteria to evaluate products
Novice	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Intermediate	
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
Proficient	
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Accomplished	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts,

	other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.



## UNIT 1: Fundamentals Levels 1 & 2

### Summary and Rationale

This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:  
 ...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:

- Respond to artworks with empathy.
- Understand that artwork reflects historical, cultural, and aesthetic perspectives.
- Perform in all four arts disciplines at an age-appropriate level.
- Draw similarities within and across the arts disciplines.

### Recommended Pacing

Level 1 Units of study are tailored to meet the needs of beginning band students in grade 4, or students beginning a band instrument in grade 5.

Level 2 Units of study are tailored to meet the needs of 5th grade students in their second year of participating in the elementary band program.

During the first and second year of elementary band, students will receive one group lesson and a large ensemble rehearsal at a minimum of once weekly. Also, second year students that show advanced aptitude and/or progress will be invited to audition for the Local Enriched Artistic Program in conjunction with the school district’s Gifted and Talented program. As students’ progress to achieving basic literacy in music (as outlined in the NJ Core Curriculum Content Standards), it is essential that students continue solid practice routines and to demonstrate appropriate conduct during rehearsals and performances. The amount of focused time spent on practicing the instrument at home will be a major factor in the student’s success on his or her instrument. Private lessons are encouraged, but not required, at this level.

Although evaluation of a student’s progress will be monitored throughout the year, major evaluations (typically in the form of a public performance) will occur at the end of the second and fourth marking periods.

### State Standards

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’ and personal interpretations to reflect expressive intent.
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**Instructional Focus**

**Unit Enduring Understandings**

- Students will understand that quality tone production and fundamentals are required for future success as a musician.
- Maintaining prior knowledge is essential for continued success as a musician.
- Students will also understand that creativity and innovation is a long-term, cyclical process of success and frequent mistakes. (Working Creatively with Others: 21<sup>st</sup> Century Skills.

**Unit Essential Questions**

- Why is developing a quality tone important?
- How do my behavior and practice habits affect the ensemble’s rehearsals and performances?

**Objectives**

- Students will know:**
- All aspects of good posture and playing position
  - Techniques required for good tone production
  - All parts and assembly of the instrument
  - Required basic music terminology
  - Proper classroom expectations and procedures
  - Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning is connected to listening skills.
- Students will be able to:**
- Demonstrate correct posture/playing position, quality tone production, and proper instrument assembly.
  - Assemble, disassemble, and name all parts of the instruments; demonstrate proper instrumental care
  - Utilize appropriate basic music terminology.
  - Develop practice skills and follow expectations for ensemble behavior.
  - View failure as an opportunity to learn while understanding that creativity and innovation is a long-term cyclical process of small successes and frequent mistakes.
  - Demonstrate increasing master in the following areas: Fingering embouchure development, articulation, breath/stick control, rudiments, scales, sight-reading and tuning.

**Resources**

**Core Text:**  
Essential Elements or other technique book

**Suggested Resources:**  
Teacher-made resources  
Repertoire

## UNIT 2: Performance Preparation (Level 1)

### Summary and Rationale

This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:  
 ...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:

- Respond to artworks with empathy.
- Understand that artwork reflects historical, cultural, and aesthetic perspectives.
- Perform in all four arts disciplines at an age-appropriate level.
- Draw similarities within and across the arts disciplines.

### Recommended Pacing

Level 1 Units of study are tailored to meet the needs of beginning band students in grade 4, or students beginning a band instrument in grade 5.

Level 2 Units of study are tailored to meet the needs of 5th grade students in their second year of participating in the elementary band program.

### State Standards

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers’ and personal interpretations to reflect expressive intent.

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.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
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.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

### Instructional Focus

#### Unit Enduring Understandings

- As performers, students will be expected to demonstrate proper concert etiquette.
- The development of fundamentals must continue for quality musicianship.
- Music has roots in various cultures and historical periods and can influence society.
- Collaborating with others includes assuming a shared responsibility for collaborative work, and value the individual contributions made by each team member (21<sup>st</sup> Century Skills).

#### Unit Essential Questions

- What is proper concert etiquette?
- How does your practice routine affect personal progress and confidence?
- How is music considered a collaborative effort?
- What criteria do we use to evaluate a performance?
- How does a musician interpret musical symbols and sounds?
- How do you apply the elements of music and music techniques to play music accurately and with expression?

#### Objectives

##### Students will know:

- 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.
- While there is shared vocabulary among the four arts disciplines of dance, music, theater, and visual art, each also has its own discipline-specific arts terminology.
- Identifying criteria for evaluating performances results in deeper understanding of art and artmaking
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, so sort fact from opinion.
- 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.

##### Students will be able to:

- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and differentiate basic structures.
- After listening to musical exemplars (modeling by teacher/advanced classmate, musical recordings, etc.), students will identify elements of music and be able to communicate effectively using appropriate music vocabulary.

- Assess the application of the elements of art and principles of design in dance, music, theater, and visual artworks using observable objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.
- Conduct themselves appropriately during rehearsals and performances.
- Continue to produce a quality tone, while maintaining pitch control, in order to contribute to the ensemble's sound.
- Play and perform pieces from various time periods, genres, and cultures.
- Communicate effectively by articulating thoughts and ideas using oral, written, and nonverbal communication skills in a variety of forms and contexts.

### Resources

**Core Text:**

Essential Elements or other technique book

**Suggested Resources:**

Teacher-made resources

Repertoire

## UNIT 3: Performance Preparation (Level 2)

### Summary and Rationale

This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:  
 ...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:

- Respond to artworks with empathy.
- Understand that artwork reflects historical, cultural, and aesthetic perspectives.
- Perform in all four arts disciplines at an age-appropriate level.
- Draw similarities within and across the arts disciplines.

### Recommended Pacing

Level 1 Units of study are tailored to meet the needs of beginning band students in grade 4, or students beginning a band instrument in grade 5.

Level 2 Units of study are tailored to meet the needs of 5<sup>th</sup> grade students in their second year of participating in the elementary band program.

During the second year of elementary band, students will receive one group lesson and a large ensemble rehearsal at a minimum of once weekly. Also, students that show advanced aptitude and/or progress will be invited to audition for the Local Enriched Artistic Program in conjunction with the school district’s Gifted and Talented program. As students’ progress to achieving basic literacy in music (as outlined in the NJ Core Curriculum Content Standards), it is essential that students continue solid practice routines and to demonstrate appropriate conduct during rehearsals and performances. The amount of focused time spent on practicing the instrument at home will be a major factor in the student’s success on his or her instrument. Private lessons are encouraged, but not required, at this level.

Although evaluation of a student’s progress will be monitored throughout the year, major evaluations (typically in the form of a public performance) will occur at the end of the second and fourth marking periods.

### State Standards

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and

	appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
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.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
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.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

### Instructional Focus

#### Unit Enduring Understandings

- Expressive musicianship is demonstrated through an understanding of aesthetics.
- Maintaining prior knowledge is essential for continued success as a musician.
- Original musical compositions are based on prior musical knowledge.
- By improvising and composing music, people can discover how to link ideas with musical symbols, elements of music, and melodic/rhythmic patterns.
- Students will also understand that creativity and innovation is a long-term, cyclical process of success and frequent mistakes. (Working Creatively with Others: 21<sup>st</sup> Century Skills).
- Collaborating with others includes assuming a shared responsibility for collaborative work, and value the individual contributions made by each team member. (Working Creatively with Others: 21<sup>st</sup> Century Skills).

#### Unit Essential Questions

- How do key signatures change the sound of melodies?
- Why are time signatures needed?
- How does your practice routine affect personal progress and confidence?
- What inspires musical creation?
- How is knowledge applied to create music?

#### Objectives

##### Students will know:

- 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.

- 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.
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
- While there is shared vocabulary among the four arts disciplines of dance, music, theater, and visual art, each also has its own discipline-specific arts terminology.

**Students will be able to:**

- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of musical works.
- Apply performance skills: rhythm, pulse, phrasing, blend, balance, and intonation.
- Perform pieces from various time periods and/or cultures.
- Compose a simple melody for student’s individual instrument.
- Using single-pitch improvisational exercises or call-and-response activities, improvise a simple melody on student’s individual instrument.

**Resources**

**Core Text:**

Essential Elements or other technique book

**Suggested Resources:**

Teacher-made resources  
Repertoire

**UNIT 4: Continued Fundamental Development and Performance (Level 1)**

**Summary and Rationale**

This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:

- Respond to artworks with empathy.



- Understand that artwork reflects historical, cultural, and aesthetic perspectives.
- Perform in all four arts disciplines at an age-appropriate level.
- Draw similarities within and across the arts disciplines.

### Recommended Pacing

Level 1 Units of study are tailored to meet the needs of beginning band students in grade four, or students beginning a band instrument in grade 5.

Level 2 Units of study are tailored to meet the needs of fifth grade students in their second year of participating in the elementary band program.

During fourth grade, students may start playing a new band instrument. Students are encouraged to continue with their instrument to give continuity and advancement. Students in 4<sup>th</sup> grade will receive a group lesson and a large group ensemble rehearsal once a week. It is important that the student acquires good practice and study habits from the beginning of instruction. The amount of time spent on home practice will be a major factor in students' success with their instruments. Parents are urged to provide a consistent place and time for daily practice.

Although evaluation of a student's progress will be monitored throughout the year, major evaluations will occur at the end of the second and fourth marking periods, typically in the form of a public performance.

### State Standards

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.
1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
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.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
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.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.

### Instructional Focus

#### Unit Enduring Understandings

- Quality tone production and fundamentals are required for future success as a musician.
- Can my practice routine be altered, improved, or streamlined to positively affect personal progress and confidence?
- Awareness of aesthetics heightens musical performance.
- Participating in an ensemble builds a sense of community where every student’s individual contribution affects the whole ensemble.
- There are norms for audience behavior depending on the performance genre.
- View failure as an opportunity to learn, and understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes (21<sup>st</sup> Century Skill).

#### Unit Essential Questions

- What can you do to increase your musical knowledge and level of commitment?
- How does the awareness of aesthetics impact performance?
- How do you conduct yourself at a performance?
- Why is it necessary to practice critique?

#### Objectives

##### Students will know:

- Advanced concert preparation demands a higher level of commitment in order to develop an increased level of musical knowledge.
- Awareness of aesthetics heightens musical performance.
- Formalism in dance, music, theater, and visual art varies according to personal, cultural, and historical contexts.
- 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 judgements about the arts.
- The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.
- Quality tone production and additional fundamentals are required for future success as a musician
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.

##### Students will be able to:

- Demonstrate an understanding of additional required terminology, rhythmic concepts, pulse, balance and blend of ensemble.
- Produce a quality tone through the proper embouchure development and use of a digital tuner or tuner app.

- Apply musical concepts (rhythm, pulse, blend, and balance) through performance and written evaluation.
- Play and perform musical selections from various time periods and cultures.
- Demonstrate correct posture for playing their respective instruments.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Communicate clearly articulated thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (21<sup>st</sup> Century Skill: Communication).
- Collaborate with others. Assume shared responsibility for collaborative work, and value the individual contributions made by each ensemble member (21<sup>st</sup> Century Skill: Collaboration).
- Perform music with key signatures containing up to 2 flats (as would be notated for concert pitched instruments).
- Compose a two-to-four-measure melody within given parameters.

### Resources

**Core Text:**

Essential Elements or other technique book

**Suggested Resources:**

Teacher-made resources  
Repertoire

## UNIT 5: Continued Fundamental Development and Performance (Level 2)

### Summary and Rationale

This Elementary Band curriculum guide is organized using the 2020 New Jersey Student Learning Standards and the corresponding Cumulative Progress Indicators as a guide. The state standards are organized by grade-band clusters “for the visual and performing arts standards correspond to federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

...All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 level standards for the arts. “Basic Literacy is attained when a student can:

- Respond to artworks with empathy.
- Understand that artwork reflects historical, cultural, and aesthetic perspectives.
- Perform in all four arts disciplines at an age-appropriate level.
- Draw similarities within and across the arts disciplines.

### Recommended Pacing

Level 1 Units of study are tailored to meet the needs of beginning band students in grade four, or students beginning a band instrument in grade 5.

Level 2 Units of study are tailored to meet the needs of fifth grade students in their second year of participating in the elementary band program.

During the second year of elementary band, students will receive one group lesson and a large ensemble rehearsal at a minimum of once weekly. Also, second year students that show advanced aptitude and/or progress will be invited to audition for the Local Enriched Artistic Program in conjunction with the school district’s Gifted and Talented program. As students’ progress to achieving basic literacy in music (as outlined in the NJ Core Curriculum Content Standards), it is essential that students continue solid practice routines and to demonstrate appropriate conduct during rehearsals and performances. The amount of focused time spent on practicing the instrument at home will be a major factor in the student’s success on his or her instrument. Private lessons are encouraged, but not required, at this level.

Although evaluation of a student’s progress will be monitored throughout the year, major evaluations will occur at the end of the second and fourth marking periods.

### State Standards

1.3A.5.Pr4b	Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c	Analyze selected music by reading and performing using standard notation.

1.3A.5.Pr5b	Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
1.3A.5.Pr6a	Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
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.
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
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.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.
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).
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Instructional Focus

#### Unit Enduring Understandings

- Quality tone production and fundamentals are required for future success as a musician.
- Participating in an ensemble builds a sense of community where every student's individual contribution affects the whole ensemble.
- There are norms for audience behavior depending on the performance genre.
- Music has roots in various cultures and historical periods and can influence society.
- Advanced concert preparation demands a higher level of commitment towards increasing musical knowledge.
- The practice of critique helps students develop a sense of aesthetics and leads to artistic and personal growth.
- View failure as an opportunity to learn, and understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes (21<sup>st</sup> Century Skill).

#### Unit Essential Questions

- What can you do to increase your musical knowledge and level of commitment?
- Can my practice routine be altered, improved, or streamlined to positively affect personal progress and confidence?
- How does the awareness of aesthetics impact performance?
- How do you conduct yourself at a performance?
- Why is it necessary to practice critique?

**Objectives**

**Students will know:**

- Advanced concert preparation demands a higher level of commitment in order to develop an increased level of musical knowledge.
- Formalism in dance, music, theater, and visual art varies according to personal, cultural, and historical contexts.
- 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 judgements about the arts.
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

**Students will be able to:**

- Conduct themselves appropriately on stage as performers, and also as observers.
- Apply performance skills: tone, balance, blend, intonation, articulation, more complex rhythms, phrasing, and required terminology through performance.
- Perform musical selections from various time periods and/or cultures.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- Communicate clearly articulated thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (21<sup>st</sup> Century Skill: Communication).
- Collaborate with others. Assume shared responsibility for collaborative work, and value the individual contributions made by each ensemble member (21<sup>st</sup> Century Skill: Collaboration).
- Perform music containing key signatures of up to 3 flats and 2 sharps (as would be notated for concert pitched instruments).
- Compose a two-to-four-measure melody within given parameters.

**Resources**

**Core Text:**

Essential Elements or other technique book.

**Suggested Resources:**

Teacher-made resources  
Repertoire