

HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT

AUTEN ROAD INTERMEDIATE SCHOOL

MUSIC CURRICULUM

GRADE 5 BAND

AUGUST 2019

Grade 5 Band Course Overview

This full year pull-out elective performance class is the foundation of the district-wide band program which originates in the 5th grade and culminates in the 12th grade. Student instruction is comprised of one instrument specific, small group lesson and one large ensemble rehearsal during a 5-day week. Students will receive approximately 32 small group lessons and 29 ensemble lessons. Small group instruction is devoted to individualized, instrument-specific performance technique. Ensemble instruction focuses on the application of individual skills in a cooperative learning setting to meet the performance goal of basic band literature levels .5 – 1. The performance-based class requires that students attend and perform in every performance scheduled for the ensemble. Student achievement is directly related to the amount of instructional time; therefore, all efforts must be made to avoid interruption of scheduled instructional time. Students will be expected to meet or exceed proficiency levels in common performance assessments. Above and beyond the times listed here for the classroom, there is an expectation that students will commit to additional personal practice time in order to reinforce learned skills.

The 5th Grade Band Curriculum aligns the following **New Jersey Core Curriculum Content Standards**:

- 1.1 The Creative Process/ Creating
- 1.2 History of the Arts and Culture/ Connecting
- 1.3 Performance/ Performing
- 1.4 Aesthetic Responses and Critique Methodologies/ Responding

as well as the **National Arts Standards**:

- Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Anchor Standard 2: Organize and develop artistic ideas and work.
- Anchor Standard 3: Refine and complete artistic work.
- Anchor Standard 4: Select, analyze, and interpret artistic work for presentation
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.
- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

All standards are addressed through the performance of instructional material and band literature selected specifically to develop the students' skills and understanding of music in compositional elements, history and culture, individual musicianship, ensemble performance, critique and evaluation.

2019 HTPS Performing Arts Curriculum Map – Grade 5 Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
<p>Elements of Music: Rhythm, Melody, Harmony, Form, Articulation, Dynamics, Tempo</p>	<p>Visited throughout Grade 5</p>	<p>1.1 The Creative Process 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems. (Including texture, harmony, melody and rhythm.)</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.1.8.B.1 Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and</p>	<p>Why is it important to understand the elements of music?</p> <p>How and why is music notated?</p> <p>How were musical symbols derived and what are their functions?</p> <p>How can primary counting skills increase rhythmic accuracy?</p> <p>Why is it important to identify mathematical correlations in rhythmic patterns?</p> <p>What tools do composers use to communicate</p>	<p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Music has a structure.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Musicians use the elements of music to effectively decode the process of performing music.</p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>Develop mnemonic devices for remembering treble and bass clef staff lines and spaces.</p> <p>Label notes on the appropriate clef staff.</p> <p>Draw and label the staff, clef, bar lines and ledger lines.</p> <p>Identify and perform notes on staff in treble and bass clefs increasing fluency and complexity throughout the year.</p> <p>Define the mathematical components of Whole, Half, Quarter, Eighth Notes and Rests, including dotted notes.</p>	<p>Accurate identification of the elements of music within the context of listening and reading scores and individual parts.</p> <p>Accuracy of note and rhythm identification on written and performed examples</p> <p>Accuracy of rhythmic counting exercises.</p> <p>Teacher evaluation of in class and/or video performances.</p> <p>Self-evaluation of in class and/or video performances.</p> <p>Class discussion in</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>

	<p>the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2 History of the Arts and Culture 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.3 Performance 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>	<p>to the audience?</p> <p>How do different time signatures change the sound and performance of music?</p> <p>How does the language of music transcend cultures?</p> <p>How does technology assist in the writing and recording of music?</p> <p>Why do composers choose specific forms to create structure in music?</p> <p>How can the performance of standard notation be altered by tempo, dynamics and phrasing?</p> <p>How does articulation add</p>		<p>Identify and perform written rhythmic patterns.</p> <p>Pronounce, label and define Dynamics and Tempo.</p> <p>Produce a proper tone using airstream, embouchure, tonguing or grip and stick/mallet placement.</p> <p>Use proper airstream or stick/mallet placement to perform dynamic changes.</p> <p>Properly perform dynamic changes within musical examples.</p> <p>Use available technology to increase understanding of note reading</p>	<p>which students are able to explore the elements of music guided by essential questions.</p> <p>Formative evaluation of benchmark assessments using aligned rubrics.</p>	<p>and other logical relationships.</p> <p>Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.</p> <p>Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Demonstrate comprehension of simple, oral and written directions, command in a foreign language.</p> <p>Select and use appropriate tools</p>	<p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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	<p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4 Aesthetic Responses and Critique Methodologies</p> <p>1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).</p>	<p>to the character of a piece of music?</p> <p>How do musicians generate creative ideas?</p>		<p>fluency, tuning and tempo.</p> <p>Identify structural similarities within various performance pieces.</p> <p>Visually identify and perform in 2/4, and 4/4 meters.</p> <p>Perform literature in the keys of Concert Bb and Eb Major.</p> <p>Identify and define musical symbols: Bar line Measure Double Bar Sharps, Flats & Naturals 1st Ending 2nd Ending Repeat Signs Accent, Staccato, Tenuto Slurs & Ties Fermata Accidentals Breath Mark</p>		<p>and digital resources to accomplish a variety of tasks and to solve problems.</p>	
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		<p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>						
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2019 HTPS Performing Arts Curriculum Map – Grade 5 Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
History and Culture	Visited throughout Grade 5.	<p>1.1 The Creative Process 1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.2 History of the Arts and Culture 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.</p> <p>1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual</p>	<p>How do musical elements help to represent or identify music from various cultures and styles?</p> <p>How does the language of music transcend cultures?</p> <p>How does music influence cultural celebrations?</p> <p>What do we need to know about a culture to properly perform its music?</p> <p>How has classical music contributed to music throughout history?</p> <p>In what ways has technology affected music</p>	<p>Music is embedded in the celebrations and storytelling of all cultures.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Music helps to inform cultural identity.</p> <p>Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Analyzing creators’ context and how they manipulate elements of music provides</p>	<p>Perform exercises and concert literature from varying cultures and time periods.</p> <p>Compare and contrast music from different genres and time periods.</p> <p>Perform music appropriate for various cultural celebrations.</p> <p>Participate in classroom discussions focused on the historical relevance of music in various cultures.</p> <p>Relate composers to appropriate musical time period.</p>	<p>Verbal and written evaluations of listening example origins.</p> <p>Participation in class discussions and interactive activities.</p> <p>Class discussion in which students are able to explore the elements of music guided by essential questions.</p> <p>Formative evaluation of benchmark assessments using aligned rubrics.</p>	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area</p> <p>Compare and contrast the overall structure (e.g., chronology, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Recognize some common gestures and cultural practices associated with the target culture(s). All students will acquire the knowledge and skills to think analytically about how past and</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

	<p>art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.4 Aesthetic Responses and Critique Methodologies</p> <p>1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>	<p>composition and performance?</p> <p>How do performers select repertoire?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>insight into their intent and informs performance.</p>	<p>Locate origins of individual pieces of music on an interactive map.</p> <p>Listen to professional performances of music from varying cultures.</p>	<p>present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make</p>	
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		1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays					informed decisions as socially and ethically responsible world citizens in the 21st century. Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.	
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2019 HTPS Performing Arts Curriculum Map – Grade 5 Band

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Individual Performance Skills	Visited throughout Grade 5.	<p>1.1 The Creative Process 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3 Performance 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.</p> <p>1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-</p>	<p>How does technique affect performance quality?</p> <p>How does proper posture, breath, and playing position contribute to creating a characteristic tone?</p> <p>How does repetition increase performance ability?</p> <p>How does personal practice benefit ensemble performance?</p> <p>Why is sight reading an important skill for musicians to acquire?</p>	<p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Technology impacts the creation and performance of music.</p>	<p>Exhibit proper playing posture in a variety of environments.</p> <p>Explain the relationship between good posture and performance quality.</p> <p>Use proper hand placement for optimal fluency between notes.</p> <p>Identify parts of an instrument using appropriate terminology.</p> <p>Explain and demonstrate proper care of instrument.</p> <p>Explain and demonstrate the usage of instrument</p>	<p>Teacher evaluation of in class and/or video performances.</p> <p>Self-evaluation of in class and/or video performances.</p> <p>Class discussion in which students are able to explore the elements of music guided by essential questions.</p> <p>Formative evaluation of benchmark assessments using aligned rubrics.</p> <p>Evaluation of instrument care and maintenance.</p>	<p>Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.</p> <p>All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>

		<p>Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4 Aesthetic Responses and Critique Methodologies</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p>	<p>How does the anatomy of an instrument determine its sound?</p> <p>What fine and gross motor skills are necessary to play an instrument?</p> <p>How does instrument care affect personal performance?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do performers interpret musical works?</p> <p>How do musicians improve the</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Performers make interpretive decisions based on their understanding of context and expressive intent.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their</p>	<p>care accessories.</p> <p>Demonstrate the ability to properly articulate notes.</p> <p>Exhibit the ability to identify and perform slurs.</p> <p>Demonstrate correlations between melodic notes and finger placement.</p> <p>Perform long tone and scale based warm up exercises demonstrating diaphragmatic breathing/ mouth inhalation.</p> <p>Demonstrate the breath or hand changes needed to change dynamics.</p> <p>Become comfortable performing</p>		<p>conceptual tools for making sense of phenomena in physical, living, and Earth systems science.</p>	
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			quality of their performance?	performance over time through openness to new ideas, persistence, and the application of appropriate criteria.	individually in class and/ or on video recordings. Demonstrate the ability to transfer basic musicianship skills to sight-reading given examples. Appropriately respond to the performances of others.			
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Ensemble Performance Skills	Visited throughout Grade 5.	<p>1.1 The Creative Process 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.1.8.B.2 Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.3 Performance 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p>	<p>Why is playing with accurate pitch an important skill when playing in an ensemble?</p> <p>What is the role of the conductor in an ensemble?</p> <p>How can instrument specific skills be combined to produce a musical performance?</p> <p>What is tuning and why is it important?</p> <p>What is balance and why is it important?</p> <p>How does personal practice benefit ensemble performance?</p> <p>Why is sight reading an</p>	<p>There are many different reasons why music is written and performed.</p> <p>Instrumental performance is mental and physical as well as academic, aesthetic and creative.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music is embedded in the celebrations and storytelling of all cultures.</p> <p>Music has structure.</p> <p>The elements of music are combined in unlimited and various ways to</p>	<p>Perform standard band literature defined as instructional levels .5 - 1.</p> <p>Begin and end musical exercises as an ensemble.</p> <p>Identify different families of instruments included in a wind ensemble.</p> <p>Differentiate between high and low winds.</p> <p>Identify and perform the conducted beat patterns in 4/4-time signatures.</p> <p>Listen for tuning and balance while playing and make appropriate adjustments.</p>	<p>Written and aural evaluations of live and recorded performances.</p> <p>Teacher and student observation of correct performance technique.</p> <p>Self-assessment of individual and ensemble intonation, balance, blend and phrasing.</p> <p>Teacher evaluation of in class and concert performances. Student reflection of in class and concert performances.</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

		<p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <p>1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.4 Aesthetic Responses and Critique Methodologies</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within</p>	<p>important skill for musicians to acquire?</p> <p>What harmonic possibilities exist for monotone instruments?</p> <p>What is proper concert etiquette for performers and audiences?</p> <p>How do performers select repertoire?</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p> <p>What individual skills are necessary for successful ensemble performance?</p>	<p>express meaning and emotion.</p> <p>Effective writers, listeners, and performers of music use knowledge of musical language to develop informed judgments.</p> <p>Historical periods can be defined by musical style and genre.</p> <p>Every individual contributes to the quality of an ensemble performance.</p> <p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p>Perform literature in the keys of concert Bb and Eb.</p> <p>Develop the ability to perform melody, countermelody, harmony and ostinatos within the context of full band arrangements.</p> <p>Identify and follow simple dynamic and articulation changes.</p> <p>Demonstrate the ability to synthesize basic musicianship skills to sight-reading.</p> <p>Incorporate ensemble literature into weekly personal practice.</p> <p>Critique personal and ensemble</p>		<p>that signal contrast, addition, and other logical relationships.</p> <p>Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).</p> <p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.</p> <p>Demonstrate comprehension of simple, oral and written</p>	
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		<p>diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>		<p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>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.</p>	<p>aspects of all performances.</p> <p>Demonstrate proper rehearsal etiquette and appropriate class participation.</p> <p>Understand rehearsal structure and weekly routines. Appropriately respond to the performances of others.</p>		<p>directions, commands, and requests through appropriate physical response.</p>	
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Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21 st Century Life & Career Standards
Critique / Evaluation	Visited throughout Grade 5	<p>1.4 Aesthetic Responses and Critique Methodologies</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p> <p>1.4.8.B.2 Differentiate among basic formal</p>	<p>What are the criteria for a successful musical performance?</p> <p>What musical and non-musical elements contribute to the perception of a performance?</p> <p>In what ways can musical work be structurally similar to a literary work?</p> <p>How do dynamics, tempo and phrasing impact the way a listener experiences a performance?</p> <p>What are the similarities and differences between modern band literature and popular music?</p>	<p>There are many different reasons why music is written and performed.</p> <p>Developing musicianship skills requires ongoing self-reflection and critique.</p> <p>Music is embedded in the celebrations and storytelling of all cultures.</p> <p>The elements of music are combined in unlimited and various ways to express meaning and emotion.</p> <p>Effective writers, listeners and performers of music use knowledge of musical language to develop informed judgments.</p>	<p>Aurally identify pitch and rhythm mistakes in recorded music or live performances</p> <p>Model constructive criticism when making judgments about music and performances.</p> <p>Evaluate concert performances based upon the elements of music.</p> <p>Justify opinions of performances using appropriate music terminology.</p> <p>Compare and contrast original works with correlating</p>	<p>Written and aural evaluations of live and recorded performances.</p> <p>Teacher and student observation of correct performance technique.</p> <p>Self-assessment of individual and ensemble intonation, balance, blend and phrasing.</p> <p>Teacher evaluation of in class, video, and concert performances.</p> <p>Student reflection of in class, video, and concert performances.</p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition,</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>

		<p>structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p>	<p>How can developing critical listening skills increase your enjoyment of a performance?</p> <p>How can developing critical listening skills impact your perception of a musical performance?</p> <p>How do individuals choose music to experience?</p> <p>How do we judge the quality of musical work(s) and performance(s)?</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Every individual contributes to the quality of an ensemble performance.</p> <p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>band arrangement of the same work.</p> <p>Evaluate how visual aspects of a performance can impact the listener's judgment. Appropriately respond to the performances of others.</p>		<p>and other logical relationships.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Determine how conflicting interests may influence one's decisions.</p> <p>Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>Use qualitative and quantitative evidence to develop evidence-based arguments.</p>	
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				Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding				
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A list of the ARIS music library for band is available upon request.

WEBLIOGRAPHY

Mr. Dickson's Fundamentals for Beginning Band.

<http://justindickson.com/justindickson/band/fundamentals.htm>

MusicRacer. <https://www.musicracer.com/>

The Rhythm Randomizer. <http://www.rhythmrandomizer.com/>

Williams, Darcy Potter. *Teaching Rhythm Logically*.

<https://teachingrhythmlogically.com/>

- ARIS Band Library is available upon request.
- Other auxiliary materials used by individual lesson teachers available upon request.

ASSOCIATED JOBS LIST BY UNIT

Unit 1	Professional Musician
Unit 2	Composer
Unit 3	Music Producer
Unit 4	Audio Technician
Unit 5	Music Editor
Unit 6	Music Technology Specialist
Unit 7	Conductor
Unit 8	Music Educator
Unit 9	Music Historian