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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Elements of	Visited	1.1 The Creative	Why is it	Instrumental	Develop	Accurate	Know and apply	CRP1. Act as a
Music:	throughout	Process	important to	performance is	mnemonic	identification of	grade-level	responsible and
Rhythm,	Grade 5	1.1.5.B.1 Identify the	understand the	mental and	devices for	the elements of	phonics and word	contributing
Melody,		elements of music in	elements of	physical as well	remembering	music within	analysis skills in	citizen and
Harmony,		response to aural	music?	as academic,	treble and bass	the context of	decoding words.	employee.
Form,		prompts and printed		aesthetic and	clef staff lines	listening and		
Articulation,		music notational	How and why	creative.	and spaces.	reading scores	Read with	CRP2. Apply
Dynamics,		systems. (Including	is music			and individual	sufficient	appropriate
Tempo		texture, harmony,	notated?	Music has a	Label notes on	parts.	accuracy and	academic and
		melody and rhythm.)		structure.	the appropriate		fluency to	technical skills.
			How were		clef staff.	Accuracy of	support	
		1.1.5.B.2 Demonstrate	musical	The elements of		note and	comprehension.	CRP4.
		the basic concepts of	symbols	music are	Draw and label	rhythm		Communicate
		meter, rhythm,	derived and	combined in	the staff, clef,	identification	Determine or	clearly and
		tonality, intervals,	what are their	unlimited and	bar lines and	on written and	clarify the	effectively and
		chords, and melodic	functions?	various ways to	ledger lines.	performed	meaning of	with reason.
		and harmonic		express meaning		examples	unknown and	
		progressions, and	How can	and emotion.	Identify and		multiple-meaning	CRP6.
		differentiate basic	primary		perform notes	Accuracy of	words and	Demonstrate
		structures.	counting skills	Musicians use	on staff in	rhythmic	phrases based on	creativity and
			increase	the elements of	treble and bass	counting	grade 5 reading	innovation.
		1.1.8.B.1 Analyze the	rhythmic	music to	clefs increasing	exercises.	and content,	
		application of the	accuracy?	effectively	fluency and		choosing flexibly	
		elements of music in		decode the	complexity	Teacher	from a range of	CRP8. Utilize
		diverse Western and	Why is it	process of	throughout the	evaluation of in	strategies.	critical thinking
		non-Western musical	important to	performing	year.	class and/or		to make sense
		works from different	identify	music.	T C' 1	video	Acquire and use	of problems
		historical eras using	mathematical	3.5	Define the	performances.	accurately grade-	and persevere
		active listening and by	correlations in	Musicians'	mathematical	G 10 1 .	appropriate	in solving
		reading and	rhythmic	creative choices	components of	Self-evaluation	general academic	them.
		interpreting written	patterns?	are influenced	Whole, Half,	of in class	and domain-	CDD10 DI
		scores.	XX71 1 . 1	by their	Quarter, Eighth	and/or video	specific words	CRP10. Plan
		110000	What tools do	expertise,	Notes and	performances.	and phrases,	education and
		1.1.8.B.2 Compare and	composers use	context, and	Rests,	CI.	including those	career paths
		contrast the use of	to	expressive	including	Class	that signal	aligned to
		structural forms and	communicate	intent.	dotted notes.	discussion in	contrast, addition,	personal goals.

the manipulation of the	to the		which students	and other logical	
elements of music in	audience?	Identify and	are able to	relationships.	CRP11. Use
diverse styles and		perform written	explore the	1	technology to
genres of musical	How do	rhythmic	elements of	Explain	enhance
compositions.	different time	patterns.	music guided	equivalence of	productivity.
r	signatures	r	by essential	fractions in	1
1.2 History of the	change the	Pronounce,	questions.	special cases and	CRP12. Work
Arts and Culture	sound and	label and	4	compare fractions	productively in
1.2.5.A.2 Relate	performance of	define	Formative	by reasoning	teams while
common artistic	music?	Dynamics and	evaluation of	about their size.	using cultural
elements that define		Tempo.	benchmark		global
distinctive art genres in	How does the	Produce a	assessments	Explain concepts	competence.
dance, music, theatre,	language of	proper tone	using aligned	of force and	competence.
and visual art.	music	using	rubrics.	motion and	
Will Tiber all	transcend	airstream,	1301105.	demonstrate	
1.3 Performance	cultures?	embouchure,		control while	
1.3.5.B.1 Sing or play	cultures.	tonguing or		modifying force,	
music from complex	How does	grip and		flow, time, space,	
notation, using	technology	stick/mallet		and relationships	
notation systems in	assist in the	placement.		in interactive	
treble and bass clef,	writing and	pracement.		dynamic	
mixed meter, and	recording of	Use proper		environments.	
compound meter.	music?	airstream or		chivinoninients.	
compound meter.	Why do	stick/mallet		Use self-	
1.3.5.B.3 Improvise	composers	placement to		evaluation and	
and score simple	choose specific	perform		external feedback	
melodies over given	forms to create	dynamic		to detect and	
harmonic structures	structure in	changes.		correct errors in	
using traditional	music?	changes.		one's movement	
instruments and/or	music:	Properly		performance.	
	How can the	perform		periormance.	
computer programs.	performance of	dynamic		Demonstrate	
1.3.5.B.4 Decode how	standard	changes within		comprehension of	
the elements of music	notation be	musical		simple, oral and	
are used to achieve	altered by	examples.		written	
unity and variety,	tempo,	champies.		directions,	
tension and release,	dynamics and	Use available		command in a	
and balance in musical	phrasing?	technology to		foreign language.	
	pinasing:	increase		Toreign language.	
compositions.	How does	understanding		Select and use	
	articulation add	of note reading		appropriate tools	
1	articulation add	of note reading		appropriate tools	

independently and in groups, adjusting to the range and timbre of the developing voice.	of a piece of music? How do musicians generate creative ideas?	and tempo. Identify structural similarities within various performance pieces. Visually identify and perform in 2/4, and 4/4 meters. Perform literature in the keys of Concert Bb and Eb Major 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	resources to accomplish a variety of tasks and to solve problems.
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1.4.8.A.7 Analyzo	the			
form, function,				
craftsmanship, an	1			
originality of				
representative wo	ks of			
dance, music, the				
and visual art.	,			
1.4.8.B.2 Differen	tiate			
among basic form				
structures and tec				
proficiency of art				
works of dance, n				
theatre, and visua				

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
History	Visited	1.1 The Creative	How do	Music is	Perform	Verbal and	Determine the	CRP1. Act as a
and	throughout	Process	musical	embedded in the	exercises and	written	meaning of	responsible and
Culture	Grade 5.	1.1.8.B.2 Compare and	elements help	celebrations and	concert	evaluations of	general academic	contributing
		contrast the use of	to represent or	storytelling of	literature from	listening	and domain-	citizen and
		structural forms and the	identify music	all cultures.	varying	example	specific words	employee.
		manipulation of the	from various		cultures and	origins.	and phrases in a	
		elements of music in	cultures and	Historical	time periods.		text relevant to a	CRP4.
		diverse styles and genres	styles?	periods can be		Participation in	grade 5 topic or	Communicate
		of musical compositions.		defined by	Compare and	class	subject area	clearly and
			How does the	musical style	contrast music	discussions and		effectively and
		1.2 History of the Arts	language of	and genre.	from different	interactive	Compare and	with reason.
		and Culture	music transcend		genres and time	activities.	contrast the	GD D Z
		1.2.5.A.1 Recognize	cultures?	Music helps to	periods.	G1	overall structure	CRP5.
		works of dance, music,		inform cultural		Class	(e.g., chronology,	Consider the
		theatre, and visual art as a	How does	identity.	Perform music	discussion in	comparison,	environmental,
		reflection of societal	music influence	D C .	appropriate for	which students	cause/effect,	social and
		values and beliefs.	cultural	Performers'	various cultural	are able to	problem/solution)	economic
		105 4 0 D 1	celebrations?	interest in and	celebrations.	explore the	of events, ideas,	impacts of
		1.2.5.A.2 Relate common	XX71 4 1	knowledge of	D	elements of	concepts, or	decisions.
		artistic elements that	What do we need to know	musical works,	Participate in	music guided	information in	
		define distinctive art		understanding of	classroom	by essential	two or more	
		genres in dance, music,	about a culture	their own	discussions focused on the	questions.	texts.	CRP12. Work
		theatre, and visual art.	to properly	technical skill,	historical	Formative	Danasina sama	
		1.2.5.A.3 Determine the	perform its music?	and the context for a	relevance of	evaluation of	Recognize some common gestures	productively in teams while
		impact of significant	illusic :	performance	music in	benchmark	and cultural	using cultural
		contributions of	How has	influence the	various	assessments	practices	global
		individual artists in	classical music	selection of	cultures.	using aligned	associated with	competence.
		dance, music, theatre, and	contributed to	repertoire.	cultules.	rubrics.	the target	competence.
		visual art from diverse	music	reperione.	Relate	Tublics.	culture(s).	
		cultures throughout	throughout	Analyzing	composers to		All students will	
		history.	history?	creators' context	appropriate		acquire the	
		instory.	instory.	and how they	musical time		knowledge and	
		1.2.8.A.1 Map historical	In what ways	manipulate	period.		skills to think	
		innovations in dance,	has technology	elements of	period.		analytically about	
		music, theatre, and visual	affected music	music provides			how past and	

art that were caused by	composition	insight into their	Locate origins	present
the creation of new	and	intent and	of individual	interactions of
technologies.	performance?	informs	pieces of music	people, cultures,
	F	performance.	on an	and the
1.2.8.A.2 Differentiate	How do	1	interactive map.	environment
past and contemporary	performers			shape the
works of dance, music,	select		Listen to	American
theatre, and visual art that	repertoire?		professional	heritage. Such
represent important ideas,	1		performances	knowledge and
issues, and events that are	How do		of music from	skills enable
chronicled in the histories	musicians make		varying	students to make
of diverse cultures.	meaningful		cultures.	informed
	connections to			decisions that
1.4 Aesthetic Responses	creating,			reflect
and Critique	performing, and			fundamental
Methodologies	responding?			rights and core
1.4.5.A.2 Make informed				democratic
aesthetic responses to	How do the			values as
artworks based on	other arts, other			productive
structural arrangement	disciplines,			citizens in local,
and personal, cultural,	contexts, and			national, and
and historical points of	daily life			global
view.	inform creating,			communities.
	performing, and			
1.4.8.A.1 Generate	responding to			All students will
observational and	music?			acquire the
emotional responses to				knowledge and
diverse culturally and				skills to think
historically specific				analytically and
works of dance, music,				systematically
theatre, and visual art.				about how past
1 40 4 2 5:				interactions of
1.4.8.A.3 Distinguish				people, cultures,
among artistic styles,				and the
trends, and movements in				environment
dance, music, theatre, and				affect issues
visual art within diverse				across time and
cultures and historical				cultures. Such
eras.				knowledge and
				skills enable
				students to make

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.

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Individual	Visited	1.1 The Creative Process	How does	Instrumental	Exhibit proper	Teacher	Explain and	CRP1. Act as a
Performance	throughout	1.1.5.B.1 Identify the	technique	performance is	playing	evaluation of in	perform	responsible
Skills	Grade 5.	elements of music in	affect	mental and	posture in a	class and/or	movement skills	and
		response to aural prompts	performance	physical as well	variety of	video	that combine	contributing
		and printed music	quality?	as academic,	environments.	performances.	mechanically	citizen and
		notational systems.		aesthetic and			correct	employee.
			How does	creative.	Explain the	Self-evaluation	movement in	
		1.1.5.B.2 Demonstrate the	proper posture,		relationship	of in class	smooth flowing	CRP2. Apply
		basic concepts of meter,	breath, and	Developing	between good	and/or video	sequences in	appropriate
		rhythm, tonality, intervals,	playing	musicianship	posture and	performances.	isolated settings	academic and
		chords, and melodic and	position	skills requires	performance	C1	(i.e., skill	technical
		harmonic progressions, and differentiate basic	contribute to	ongoing self-	quality.	Class	practice) and	skills.
			creating a	reflection and	T.T	discussion in	applied settings	CDD4
		structures.	characteristic	critique.	Use proper hand	which students	(i.e., games,	CRP4.
		1 1 9 D 2 Commons and	tone?	The elements of	placement for	are able to	sports, dance, and recreational	Communicate clearly and
		1.1.8.B.2 Compare and contrast the use of structural	How does	music are	optimal	explore the elements of	activities).	effectively and
		forms and the manipulation	repetition	combined in	fluency	music guided	activities).	with reason.
		of the elements of music in	increase	unlimited and	between notes.	by essential	Use self-	with reason.
		diverse styles and genres of	performance	various ways to	between notes.	questions.	evaluation and	CRP8. Utilize
		musical compositions.	ability?	express meaning	Identify parts	questions.	external feedback	critical
		musical compositions.	donity.	and emotion.	of an	Formative	to detect and	thinking to
		1.3 Performance	How does	and emotion.	instrument	evaluation of	correct errors in	make sense of
		1.3.5.B.1 Sing or play	personal	Every individual	using	benchmark	one's movement	problems and
		music from complex	practice	contributes to	appropriate	assessments	performance.	persevere in
		notation, using notation	benefit	the quality of an	terminology.	using aligned		solving them.
		systems in treble and bass	ensemble	ensemble		rubrics.	All students will	
		clef, mixed meter, and	performance?	performance.	Explain and		understand that	CRP11. Use
		compound meter.	•	•	demonstrate	Evaluation of	physical science	technology to
		•	Why is sight	Technology	proper care of	instrument care	principles,	enhance
		1.3.8.B.1 Perform	reading an	impacts the	instrument.	and	including	productivity.
		instrumental or vocal	important skill	creation and		maintenance.	fundamental	
		compositions using	for musicians	performance of	Explain and		ideas about	
		complex standard and non-	to acquire?	music.	demonstrate		matter, energy,	
		standard Western, non-			the usage of		and motion, are	
					instrument		powerful	

Western, and avant-garde	How does the	Performers'	care	conceptual tools	
notation.	anatomy of an	interest in and	accessories.	for making sense	
notation.	instrument	knowledge of	decessories.	of phenomena in	
1.3.8.B.2 Perform	determine its	musical works,	Demonstrate	physical, living,	
independently and in	sound?	understanding of	the ability to	and Earth	
groups with expressive	Sound.	their own	properly	systems science.	
qualities appropriately	What fine and	technical skill,	articulate	systems science.	
aligned with the stylistic	gross motor	and the context	notes.		
characteristics of the genre.	skills are	for a	notes.		
characteristics of the genie.	necessary to	performance	Exhibit the		
1.3.8.B.3 Apply theoretical	play an	influence the	ability to		
understanding of expressive	instrument?	selection of	identify and		
and dynamic music	mstrament.	repertoire.	perform slurs.		
terminology to the	How does	repertone.	perioriii siais.		
performance of written	instrument	Analyzing	Demonstrate		
scores in the grand staff.	care affect	creators' context	correlations		
scores in the grand starr.	personal	and how they	between		
1.4 Aesthetic Responses	performance?	manipulate	melodic notes		
and Critique Methodologies	Perrormanico	elements of	and finger		
1.4.5.B.4 Define technical	How do	music provides	placement.		
proficiency, using the	performers	insight into their	Piweeinen		
elements of the arts and	select	intent and	Perform long		
principles of design.	repertoire?	informs	tone and scale		
I I I I I I I I I I I I I I I I I I I	P • • • • • • • • • • • • • • • • • • •	performance.	based warm		
	How does	1	up exercises		
	understanding	Performers	demonstrating		
	the structure	make	diaphragmatic		
	and context of	interpretive	breathing/		
	musical works	decisions based	mouth		
	inform	on their	inhalation.		
	performance?	understanding of			
	_	context and	Demonstrate		
	How do	expressive	the breath or		
	performers	intent.	hand changes		
	interpret		needed to		
	musical	To express their	change		
	works?	musical ideas,	dynamics.		
		musicians			
	How do	analyze,	Become		
	musicians	evaluate, and	comfortable		
	improve the	refine their	performing		

	quality of their	performance	individually in		
	performance?	over time	class and/ or		
		through	on video		
		openness to new	recordings.		
		ideas,			
		persistence, and	Demonstrate		
		the application	the ability to		
		of appropriate	transfer basic		
		criteria.	musicianship		
			skills to sight-		
			reading given		
			examples.		
			_		
			Appropriately		
			respond to the		
			performances		
			of others.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Ensemble	Visited	1.1 The Creative	Why is playing	There are many	Perform	Written and	Know and apply	CRP1. Act as a
Performance	throughout	Process	with accurate	different reasons	standard band	aural	grade-level	responsible and
Skills	Grade 5.	1.1.5.B.1 Identify the	pitch an	why music is	literature	evaluations of	phonics and word	contributing
		elements of music in	important skill	written and	defined as	live and	analysis skills in	citizen and
		response to aural	when playing in	performed.	instructional	recorded	decoding words.	employee.
		prompts and printed	an ensemble?		levels .5 - 1.	performances.		
		music notational		Instrumental			Read with	CRP2. Apply
		systems.	What is the role	performance is	Begin and end	Teacher and	sufficient	appropriate
			of the	mental and	musical	student	accuracy and	academic and
		1.1.5.B.2 Demonstrate	conductor in an	physical as well	exercises as an	observation of	fluency to	technical skills.
		the basic concepts of	ensemble?	as academic,	ensemble.	correct	support	
		meter, rhythm, tonality,		aesthetic and		performance	comprehension.	CRP5.
		intervals, chords, and	How can	creative.	Identify	technique.		Consider the
		melodic and harmonic	instrument		different		Engage	environmental,
		progressions, and	specific skills	Developing	families of	Self-assessment	effectively in a	social and
		differentiate basic	be combined to	musicianship	instruments	of individual	range of	economic
		structures.	produce a	skills requires	included in a	and ensemble	collaborative	impacts of
			musical	ongoing self-	wind ensemble.	intonation,	discussions (one-	decisions.
		1.1.8.B.2 Compare and	performance?	reflection and		balance, blend	on-one, in	
		contrast the use of		critique.	Differentiate	and phrasing.	groups, and	CRP6.
		structural forms and the	What is tuning		between high		teacher-led) with	Demonstrate
		manipulation of the	and why is it	Music is	and low winds.	Teacher	diverse partners	creativity and
		elements of music in	important?	embedded in the		evaluation of in	on grade 5 topics	innovation.
		diverse styles and genres		celebrations and	Identify and	class and	and texts,	
		of musical	What is balance	storytelling of	perform the	concert	building on	CRP12. Work
		compositions.	and why is it	all cultures.	conducted beat	performances.	others' ideas and	productively in
		125 0	important?	3.6 . 1	patterns in 4/4-	Student	expressing their	teams while
		1.3 Performance	** 1	Music has	time signatures.	reflection of in	own clearly.	using cultural
		1.3.8.B.1 Perform	How does	structure.		class and	Acquire and use	global
		instrumental or vocal	personal	701 1 · · · ·	Listen for	concert	accurately grade-	competence.
		compositions using	practice benefit	The elements of	tuning and	performances.	appropriate	
		complex standard and	ensemble	music are	balance while		general academic	
		non-standard Western,	performance?	combined in	playing and		and domain-	
		non-Western, and avant-	XX71	unlimited and	make		specific words	
		garde notation.	Why is sight	various ways to	appropriate		and phrases,	
			reading an		adjustments.	1	including those	

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1.3.8.B.2 Perform	important skill	express meaning	DC	that signal	
independently and in	for musicians to	and emotion.	Perform	contrast, addition,	
groups with expressive	acquire?	Ticc	literature in the	and other logical	
qualities appropriately	XX/1 4 1	Effective	keys of concert	relationships.	
aligned with the stylistic	What harmonic	writers,	Bb and Eb.	C1	
characteristics of the	possibilities	listeners, and	D 1	Create and	
genre.	exist for	performers of	Develop the	demonstrate	
120024	monotone	music use	ability to	planned	
1.3.8.B.3 Apply	instruments?	knowledge of	perform	movement	
theoretical	****	musical	melody,	sequences,	
understanding of	What is proper	language to	countermelody,	individually and	
expressive and dynamic	concert	develop	harmony and	with others,	
music terminology to	etiquette for	informed	ostinatos within	based on tempo,	
the performance of	performers and	judgments.	the context of	beat, rhythm, and	
written scores in the	audiences?		full band	music (creative,	
grand staff.		Historical	arrangements.	cultural, social,	
	How do	periods can be		and fitness	
1.4 Aesthetic	performers	defined by	Identify and	dance).	
Responses and	select	musical style	follow simple		
Critique	repertoire?	and genre.	dynamic and	Use self-	
Methodologies			articulation	evaluation and	
1.4.5.B.2 Use evaluative	How does	Every individual	changes.	external feedback	
tools, such as rubrics,	understanding	contributes to		to detect and	
for self-assessment and	the structure	the quality of an	Demonstrate	correct errors in	
to appraise the	and context of	ensemble	the ability to	one's movement	
objectivity of critiques	musical works	performance.	synthesize	performance.	
by peers.	inform		basic		
	performance?	Performers'	musicianship	Compare and	
1.4.8.A.1 Generate		interest in and	skills to sight-	contrast strategies	
observational and	How do	knowledge of	reading.	used to impact	
emotional responses to	musicians	musical works,		individual and	
diverse culturally and	improve the	understanding of	Incorporate	team	
historically specific	quality of their	their own	ensemble	effectiveness and	
works of dance, music,	performance?	technical skill,	literature into	make	
theatre, and visual art.		and the context	weekly	modifications for	
	What	for a	personal	improvement.	
1.4.8.A.3 Distinguish	individual skills	performance	practice.		
among artistic styles,	are necessary	influence the		Demonstrate	
trends, and movements	for successful	selection of	Critique	comprehension of	
in dance, music, theatre,	ensemble	repertoire.	personal and	simple, oral and	
and visual art within	performance?		ensemble	written	

diverse cultures and	Analyzing	aspects of all	directions,
historical eras.	creators' context	performances.	commands, and
	and how they		requests through
1.4.8.A.4 Compare and	manipulate	Demonstrate	appropriate
contrast changes in the	elements of	proper	physical
accepted meanings of	music provides	rehearsal	response.
known artworks over	insight into their	etiquette and	
time, given shifts in	intent and	appropriate	
societal norms, beliefs,	informs	class	
or values.	performance.	participation.	
1.4.8.A.5 Interpret	To express their	Understand	
symbolism and	musical ideas,	rehearsal	
metaphors embedded in	musicians	structure and	
works of dance, music,	analyze,	weekly	
theatre, and visual art.	evaluate, and	routines.	
	refine their	Appropriately	
	performance	respond to the	
	over time	performances	
	through	of others.	
	openness to new		
	ideas,		
	persistence, and		
	the application		
	of appropriate		
	criteria.		

Unit of Study	Pacing	NJCCC Standards	Essential Questions	Enduring Understandings	Learning Targets	Assessment: Formative & Summative	Interdisciplinary Connections	21st Century Life & Career Standards
Critique /	Visited	1.4 Aesthetic Responses	What are the	There are many	Aurally identify	Written and	Analyze multiple	CRP1. Act as a
Evaluation	throughout	and Critique	criteria for a	different reasons	pitch and	aural	accounts of the	responsible and
	Grade 5	Methodologies	successful	why music is	rhythm	evaluations of	same event or	contributing
		1.4.5.B.2 Use evaluative	musical	written and	mistakes in	live and	topic, noting	citizen and
		tools, such as rubrics, for	performance?	performed.	recorded music	recorded	important	employee.
		self-assessment and to			or live	performances.	similarities and	
		appraise the objectivity of	What musical	Developing	performances		differences in the	CRP4.
		critiques by peers.	and non-musical	musicianship		Teacher and	point of view	Communicate
			elements	skills requires	Model	student	they represent.	clearly and
		1.4.5.B.3 Use discipline-	contribute to the	ongoing self-	constructive	observation of		effectively and
		specific arts terminology	perception of a	reflection and	criticism when	correct	Report on a topic	with reason.
		to evaluate the strengths	performance?	critique.	making	performance	or text or present	
		and weaknesses of works			judgments	technique.	an opinion,	CRP8. Utilize
		of dance, music, theatre,	In what ways	Music is	about music		sequencing ideas	critical thinking
		and visual art.	can musical	embedded in the	and	Self-assessment	logically and	to make sense
			work be	celebrations and	performances.	of individual	using appropriate	of problems and
		1.4.5.B.5 Distinguish	structurally	storytelling of		and ensemble	facts and	persevere in
		ways in which individuals	similar to a	all cultures.	Evaluate	intonation,	relevant,	solving them.
		may disagree about the	literary work?		concert	balance, blend	descriptive	
		relative merits and		The elements of	performances	and phrasing.	details to support	CRP12. Work
		effectiveness of artistic	How do	music are	based upon the		main ideas or	productively in
		choices in the creation	dynamics,	combined in	elements of	Teacher	themes; speak	teams while
		and performance of	tempo and	unlimited and	music.	evaluation of in	clearly at an	using cultural
		works of dance, music,	phrasing impact	various ways to		class, video,	understandable	global
		theatre, and visual art.	the way a	express meaning	Justify opinions	and concert	pace.	competence.
		1.105.15	listener	and emotion.	of	performances.		
		1.4.8.B.1 Evaluate the	experiences a	Effective	performances	G. 1	Acquire and use	
		effectiveness of a work of	performance?	writers, listeners	using	Student	accurately grade-	
		art by differentiating	XXXI1	and performers	appropriate	reflection of in	appropriate	
		between the artist's	What are the	of music use	music	class, video,	general academic	
		technical proficiency and	similarities and	knowledge of	terminology.	and concert	and domain-	
		the work's content or	differences	musical		performances.	specific words	
		form.	between modern	language to	Compare and		and phrases,	
		1.400.00:65	band literature	develop	contrast		including those	
		1.4.8.B.2 Differentiate	and popular	informed	original works		that signal	
		among basic formal	music?	judgments.	with correlating		contrast, addition,	

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

		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.

2019 HTPS Performing Arts Curriculum Map – Grade 5 Band

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