

LEBANON BOROUGH SCHOOL DISTRICT



Curriculum Management System

Instrumental Music

Grade 5

Board Approved: December 10, 2020

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.

LEBANON BOROUGH SCHOOL DISTRICT

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INTRODUCTION

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ... (2007, National Center on Education and the Economy)

Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission and vision that follow:

Mission: *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

Vision: An education in the arts fosters a population that:

Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.

Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.

Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.

Understands and impacts the increasingly complex technological environment.

Intent and Spirit of the Visual and Performing Arts:

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](#) and [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for final publication in 2014. Equitable access to arts instruction is achieved when the four arts disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education.

The expectation of the New Jersey arts standards is that all students communicate *at a basic level* in each of the four arts disciplines by the end of fifth grade, using the vocabulary, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

Define and solve artistic problems with insight, reason, and technical proficiency.

Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.

Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.

Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.

2014 Visual and Performing Arts Standards

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

Organization of the Standards

The organization of the visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

Standards 1.1 and 1.2, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

Standard 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of *responding*. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

Proficiency Levels and Grade Band Clusters

The 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:

Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is

that preschool students *attain foundational skills that progress toward [basic literacy](#)* in the content knowledge and skills delineated in the K-2 and 3-5

grade-level arts standards, as developmentally appropriate.

Grades K-2 and 3-5: 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 grade-level standards for the arts.

Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students *demonstrate [competency](#)* in the content knowledge and skills delineated for the selected arts discipline.

Teaching the Standards: Certification and Highly Qualified Arts Educators

The visual and performing arts are considered a "core" subject under the federal *No Child Left Behind Act* (NCLB-2001).

Therefore, all visual and performing arts teachers must meet the "Highly Qualified Teachers" standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

Education in the Arts: National and State Advocacy:

The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.

At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New Jersey's public schools.

A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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Unit Design

Each curriculum unit of study is designed within the Understanding by Design (UbD) framework. Each unit cites the New Jersey Core Curriculum Content Standards for Visual and Performing Arts, New Jersey Student Learning Standards for Technology, and New Jersey Student Learning Standards for 21st Century Life and Career. In addition, Enduring Understandings, Essential Questions, Topics and Objectives are specifically outlined. These clearly indicate what students need to understand, what they will keep considering, what they will know and what they will be able to do. These items provide the framework that teachers must follow in order to ensure that the New Jersey Core Curriculum Content Standards and curriculum objectives are met.

In the assessment column, students will show what that they have achieved the goals of the unit. This section outlines specific assessment and performance tasks that students will engage in to display their level of understanding of unit content. Assessments and performance tasks are written specific to the content taught in each unit. These assessments are varied, including but not limited to, **formative assessments, summative assessments, alternative assessments and benchmark assessments**.

In the 'Activities' column, with key learning events and instruction are outlined. This is considered to be the 'how' of the curriculum. In this section, **exemplary learning activities, integrated accommodations, integrated modifications, interdisciplinary connections, technology integration, 21st century life and career integration** activities are suggested. Depending on the individual needs of the students in each classroom, teachers are expected to differentiate these components as needed. Differentiation of content, process and/or product will be necessary depending upon the strengths and needs of the students in the classroom.

Meeting the Needs of Diverse Learners through Differentiation

Classrooms are dynamic centers that include students of all backgrounds, ability levels, and interests. In order to meet the specific needs and capitalize on the specific strengths of individual students, differentiation is key. Effective instruction must include a teacher's commitment to a high level of differentiation. Modifications are designed to change the learning goal and/or objective. Accommodations change the way a student receives information or is tested without changing the learning goal. Integrated modifications, accommodations and differentiation strategies have been built into each unit at every grade level throughout this curriculum. These are specific to the content studied in each unit and target the following student populations:

1. **Special Education Students**
2. **English Language Learners**
3. **Students At Risk of School Failure**
4. **Gifted and Talented Students**
5. **Students with 504 Plans**

In order to fully meet the needs of students, the implementation of **Response to Intervention** is also necessary. In 2016, the New Jersey Department of Education (NJDOE), in collaboration with educators, higher education representatives and parents, has developed a set of resources for districts to facilitate implementation of RtI known as "New Jersey Tiered System of Supports (NJTSS)". NJTSS includes the three-tiered approach to instruction, assessment and intervention found in many models of response to intervention, along with three foundational components: effective district and school leadership, positive school culture and climate, and family and community engagement.

Together, these components create an efficient and effective mechanism for schools to improve achievement for all students. NJTSS builds on effective practices and initiatives already in place in schools, and maximizes the efficient use of resources to improve support for all classroom teachers and target interventions to students based on their needs. An RtI program consistent with section 100.2(ii) of the Regulations of the Commissioner must include the following minimum components:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies.
- **Screenings** applied to all students in the class to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- The **application of information** about the student's response to intervention **to make educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services.
- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about the:
 - amount and nature of student performance data that will be collected and the general education services that will be provided
 - strategies for increasing the student's rate of learning
 - parents' right to request an evaluation for special education programs and/or services.

The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to:

1. criteria for determining the levels of intervention to be provided to students
2. types of interventions
3. amount and nature of student performance data to be collected
4. manner and frequency of progress monitoring

1. Requires each school district implementing a RtI program to take appropriate steps to ensure that staff have the **knowledge and skills** necessary to implement a RtI program and that such program is implemented in a way that is consistent with the specific structure and components of the model.

****See Appendix A for comprehensive accommodations and modifications for the above student populations and the Response to Intervention Framework.**

21st Century Life and Career

One of the goals at Lebanon Borough School is to prepare our students for success as contributing citizens in the 21st Century. New Jersey Student Learning Standards for 21st Century Life and Career are integrated in each unit of study within the grade level bands. In addition, suggested learning activities are outlined to meet the standards selected for the unit.

Interdisciplinary Connections

Many areas of the overall curriculum are taught and reinforced through the performing arts. The study of performing arts reinforces the basic concepts taught in all other subject areas. All teachers have the ability and opportunity to meet with colleagues to discuss and design the ways in which the performing arts can be incorporated throughout the school day. Likewise, performing arts teachers are consistently incorporating content from the other core curriculum content areas. Teachers will meet to plan interdisciplinary lessons, activities, and projects that help students make connections and develop meaningful understandings. The opportunity to meet and plan have to be promoted and assisted by the district administration.

Technology Integration

Technology plays an integral part in the teaching and learning process throughout the Lebanon Borough School Curriculum. Performing Arts classes and integration should, when possible, make use of technology for a variety of reasons:

- a. The technology available through numerous software programs is a media in itself.
- b. The application of technology to creative production is a technique that has come into its own during the twenty-first century.
- c. The performing arts have become a technology-driven discipline.
- d. The Performing Arts are greatly enhanced by technology.

Students utilize technology to access the curriculum, learn new content and apply their knowledge in a variety of ways. New Jersey Student Learning Standards for Technology are integrated in each unit of study, at every grade level. In addition, suggested learning activities are outlined to meet the standards selected for the unit. Lebanon Borough School has a wide range of media and technology available for staff and student use. Each district has made significant strides toward training their staff in terms of integrating technology into all curriculum areas. In addition, each of the districts has plans to continue to expand the technology they have and to extend the training offerings available to staff. Technology plays an important role in the implementation of the Performing Arts curriculum. Within the limits of available equipment and materials, teachers in the various districts will make regular, appropriate use of the available media.

Staff and Program Development

Staff development is an essential element of curriculum design that helps to ensure the implementation of the current curriculum. To keep staff abreast of new developments that may affect future curriculum revisions and adaptations, and to encourage professional growth and spirit. Region-Wide staff meetings are used to discuss the topics and importance of the arts to staff and students. In addition, teachers are encouraged to expand their knowledge within the subject by attending professional development sessions throughout the state. Teachers are also asked to embrace curriculum development as an on-going process. They are to research and present new findings in terms of how students learn.

New ideas emerge in terms of how programs should be organized and what is important for students to study and learn. Materials for teaching continue to evolve. For these reasons it is important that school districts examine new directions and consider ways to modify, adjust and expand current programs. In order to meet the NJSL, it is necessary for all teachers to embrace the performing arts and continue to incorporate the performing arts in various subject areas.

Instrumental Music Grade 5

I. Introduction/Overview/Philosophy

The instrumental music program provides the opportunity for students to learn how to play an instrument and perform in an instrumental ensemble. Students learn the fundamentals of music and how to apply them in practice and performance. Instrumental students are required to attend all scheduled band classes, rehearsals, and performances. They also meet for small group lessons that meet on a rotating basis one period per week. They progress through beginning, intermediate and advanced lessons and band based on individual proficiency level. Although beginning in the fourth grade, students may begin instrumental music instruction at any grade level.

This academic and performance based program meets the needs of all students interested in studying and performing on a musical instrument. It meets The New Jersey Student Learning Standards for Visual and Performing Arts and those of the Rutherford Board of Education.

II. Objectives

Course Outline:

A. Elements of Music

- a. Music theory symbols: knowledge of music notation, signs and symbols
- b. Pitch: understanding and hearing different sounds in given musical passages and exercises
- c. Listening: recognition of various pieces of classical music when listening to a recording or live performance
- d. Technique: developing necessary physical and neuro-muscular patterns needed for technical proficiency on instrument

B. Music Theory and Musical Notation

- a. Tempo markings: understanding tempo markings in interpreting the speed in exercises and pieces
- b. Note recognition: knowledge of note values and note names in the individual clefs
- c. Meter: determining proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- d. Dynamics: knowledge of common markings used in music to show degrees of volume (p = soft, and f = loud)
- e. Fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)

C. Tone and Sound Production

- a. Embouchure: developing an understanding of correct embouchure and mouth position
- b. Fingering: mastering correct fingerings to accurately produce various pitches
- c. Unique characteristic sound: developing the proper sound specific to each instrument
- d. Posture:
- e. Developing whole body posture to correctly support the diaphragm and breath control
- f. Correct holding of instrument to produce proper sound
- g. Intonation: developing ability to play in tune individually and as part of an ensemble
- h. Auditory discrimination: distinguishing between pitches in listening or playing exercises
- i. Articulation: developing tonguing and slurring techniques in given exercises or pieces

D. Performance

- a. Individual: playing solo pieces on instrument
- b. Ensemble: properly blending with other musicians in unison or harmony
- c. Large Group: performing appropriate repertoire in beginning, intermediate, or advanced band
- d. Developing ability to follow cues of conductor

E. Repertoire

- a. Scales: understanding basic scale structure and playing scales appropriate to student's level
- b. Exercises: developing rudimental note patterns in various key signatures and meters
- c. Sight reading: observing, analyzing and playing various passages suitable to individual playing levels
- d. Pieces:
 - i. Developing a playing list of musical selections appropriate to the individuals' music level
 - ii. Reading for rhythm and melody
 - iii. Style: performing music from diverse styles and cultures with expression appropriate for the work being performed

F. Rhythm

- a. Beat: experiencing the pulse of a piece through listening and playing
- b. Time Signatures: counting in varied time signatures orally and while playing
- c. Tempo: changing tempo as written in given examples
- d. Patterns & Sequences: distinguishing different patterns and sequences while listening and playing

Student Outcomes:

After successfully completing this course, the student will be able to:

- understand music notation, signs and symbols
- understand pitch and different sounds in given musical passages and exercises
- recognize various pieces of classical music when listening to a recording or live performance
- develop necessary physical and neuro-muscular patterns needed for technical proficiency on instrument
- understand understanding tempo markings in interpreting the speed in exercises and pieces
- comprehend note values and note names in the individual clefs
- determine proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- understand common markings used in music to show degrees of volume (p = soft, and f = loud)
- recognize of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)
- develop an understanding of correct embouchure and mouth position
- master correct fingerings to accurately produce various pitches
- develop the proper sound specific to each instrument
- develop whole body posture to correctly support the diaphragm and breath control
- develop correct holding of instrument to produce proper sound
- develop ability to play in tune individually and as part of an ensemble
- distinguish between pitches in listening or playing exercises
- develop tonguing and slurring techniques in given exercises or pieces
- play solo pieces on instrument
- blend with other musicians in unison or harmony
- perform appropriate repertoire in beginning, intermediate, or advanced band
- develop ability to follow cues of conductor
- understand basic scale structure and playing scales appropriate to student's level
- develop rudimental note patterns in various key signatures and meters
- observe, analyze and play various passages suitable to individual playing levels
- develop a playing list of musical selections appropriate to the individuals' music level
- read for rhythm and melody
- perform music from diverse styles and cultures with expression appropriate for the work being performed
- experience the pulse of a piece through listening and playing
- count in varied time signatures orally and while playing
- change tempo as written in given examples
- distinguish different patterns and sequences while listening and playing

**NEW JERSEY STUDENT LEARNING STANDARDS VISUAL
AND PERFORMING ARTS**

STANDARD 1.1: THE CREATIVE PROCESS: ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES THAT GOVERN THE CREATION OF WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand B. Music

1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

STANDARD 1.2: HISTORY OF THE ARTS AND CULTURE: ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Strand A. 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.

1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

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.

STANDARD 1.3: PERFORMANCE: ALL STUDENTS WILL SYNTHESIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO CREATING, PERFORMING, AND/OR PRESENTING WORKS OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand D. Music

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.

1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

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.

STANDARD 1.4: AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: ALL STUDENTS WILL DEMONSTRATE AND APPLY AN UNDERSTANDING OF ARTS PHILOSOPHIES, JUDGEMENT, AND ANALYSIS TO WORK OF ART IN DANCE, MUSIC, THEATRE, AND VISUAL ART.

Strand A. Aesthetic Responses

1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

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).

Strand B. Critique Methodologies

1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

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.

1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

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.

**21ST CENTURY LIFE AND CAREERS CAREER
READY PRACTICES**

CRP1 Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP 3 Attend to personal health and financial well-being

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5 Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6 Demonstrate creativity and innovation

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP 7 Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9 Model integrity, ethical leadership and effective management

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others'

action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10 Plan education and career paths aligned to personal goals

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11 Use technology to enhance productivity

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12 Work productively in teams while using cultural global competence

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY STANDARDS

STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts: *Students demonstrate a sound understanding of technology concepts, systems and operations.*

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 - Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 - Create and use a database to answer basic questions.

8.1.5.A.6 - Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

B. Creativity and Innovation: *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.5.B.1 - Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

C. Communication and Collaboration: *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

8.1.5.C.1 - Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.5.D.1 - Understand the need for and use of copyrights.

8.1.5.D.2 - Analyze the resource citations in online materials for proper use.

8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: *Students apply digital tools to gather, evaluate, and use information.*

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

F: Critical thinking, problem solving, and decision making: *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.5.F.1 - Apply digital tools to collect, organize, and analyze data that support a scientific finding.

TECHNOLOGY STANDARDS

STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.

A. The Nature of Technology: Creativity and Innovation *Technology systems impact every aspect of the world in which we live.*

8.2.5.A.1 - Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 - Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 - Identify how improvement in the understanding of materials science impacts technologies.

B. Technology and Society: *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 - Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 - Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 - Explain the purpose of intellectual property law.

8.2.5.B.6 - Compare and discuss how technologies have influenced history in the past century.

C. Design: *The design process is a systematic approach to solving problems.*

8.2.5.C.1 - Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 - Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 - Research how design modifications have led to new products.

8.2.5.C.4 - Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

8.2.5.C.5 - Explain the functions of a system and subsystems.

8.2.5.C.6 - Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 - Work with peers to redesign an existing product for a different purpose.

D. Abilities for a Technological World: *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.5.D.1 - Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

8.2.5.D.2 - Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 - Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 - Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 - Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 - Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

E. Computational Thinking: Programming: *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.5.E.1 - Identify how computer programming impacts our everyday lives.

8.2.5.E.2 - Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 - Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 - Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

21ST CENTURY LIFE AND CAREERS

STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION

- 9.2.8.B.1 – Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

III. Proficiency Levels

Instrumental Music Grade 5 is for students in grade 5 who are at the beginning, intermediate and/or advanced level(s).

IV. Methods of Assessment (Formative, Summative, Benchmark, and Alternative)

Student Assessment

- A variety of assessments will be provided including, but not limited to, the following items:
 - Tests
 - Quizzes
 - Homework
 - Classwork
 - Class Participation
 - Writing Assignments
 - Oral Presentations
 - Individual Projects, Presentations and Reports
 - Group Projects, Presentations and Reports
 - Technology Projects
 - Journals
 - Individual Playing
 - Group Playing
 - Group Performance
 - Student Participation in Band
 - Student Participation in School Activities and Concerts

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

Students in Instrumental Music Grade 5:

- are grouped according to instrumentation.
- are grouped in ensembles and band according to the students' ability level.
- should have a basic working knowledge and playing proficiency before entering a performing ensemble or band.

VI. Articulation/Scope & Sequence/Time Frame

The course of instrumental music is offered for one year at a time in grade 5. The sequence for instrumental music is beginning, intermediate and advanced.

VII. Resources

Texts/Supplemental Reading/References

- Instrumental Lesson Books
 - *Ed Sueta Band Method* Books 1-4
 - *Accent on Achievement* Books 1-4
 - *Intermediate Rubank Method*
 - *Advanced Rubank Method* Books 1-2
 - *Learn to Play* Books 1-2
 - *Drum Class Method* Books 1-2
 - Various method and solo books for beginning, intermediate and advanced levels
- Ensemble music for varied instruments on appropriate levels
- Band music on various levels

- Technology
 - *Flip Grid*
 - *Music Play Online*
 - *Musictheory.net*,
 - *TheRhythmTrainer.com*

VIII. Suggested Activities

- Weekly lessons
- Practice time at home
- Participation in band classes/rehearsals
- Participation in all school concerts

IX. Methodologies

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4

- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 8, students will be able to:

- 9.2.8.B.1 – Research careers and determine attributes of career success.
- 9.2.8.B.2 – Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an education plan.
- 9.2.8.B.3 – Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 – Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 – analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 – Demonstrate understanding of the necessary preparation of legal requirements to enter the workforce.
- 9.2.8.B.7 – Evaluate the impact of online activities and social media on employer decisions.

X. Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with other departments on a regular basis. The nature of the music discipline demands varied access any of the following areas: art, social studies/history, science, mathematics, business, and/or technology.

This music course may reinforce concepts taught in:

- Social Studies/History
- English Language Arts
- Humanities
- Mathematics
- Psychology
- Science
- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
 - Utilization of computer based music programs
 - Performing for school functions dealing with history, such as Veteran’s Day and Memorial Day
 - Library research and Internet searches for music, lyrics, performances, instruments, history, etc.
 - Recognition of various musical stylistic periods as related to social studies, art, and language arts

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - o word walls
 - o sentence frames
 - o think-pair-share
 - o cooperative learning groups
 - o teacher think-alouds

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<p>Sight-Reading</p> <ul style="list-style-type: none"> ● Working to improve student sight-reading ability. ● Materials: Instrument, Music Stand, Method Books, Music Play Online, TheRhythmTrainer.com, MusicTheory.net, White Board, Music. ● Objective of Unit: To improve student sight-reading ability. 	<p>10 sessions through the school year.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> ● 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.4.5.B.2, 1.4.5.B.3. <p><i>Technology Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.5.A.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.8.B.3 	<p>F I S I</p>

Instrumental Music Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<p>Performance Preparation</p> <ul style="list-style-type: none"> ● Preparation for the two concerts during the school year. ● Materials: Instrument, Music Stand, Method Book, White Board, Concert Music. ● Objective of Unit: To learn and master the concert music at an appropriate grade level. 	<p>40 sessions throughout the school year.</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Visual Aides ● Teacher Modeling ● Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Flexible grouping ● Adjusting pace of the lesson. ● Independent study 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> ● 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.2, 1.3.5.B.1, 1.4.5.A.1, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> ● CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> ● 8.1.5.A.5. 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> ● 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> ● 9.2.8.B.3 	<p>F I C C S E S S C S C</p>

Instrumental Music Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<p>Scale Studies</p> <ul style="list-style-type: none"> • Learning Major and Minor Scales • Materials: Instrument, Music Stand, Method Books, Music Play Online, TheRhythmTrainer.com, MusicTheory.net, White Board, Music. • Objective of Unit: To learn the scales that our concert music is based upon. 	<p>10 sessions through the school year</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling • Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Flexible grouping • Adjusting pace of the lesson. • Independent study 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.5.A.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> • 9.2.8.B.3 	<p>F S S I S</p>
<p>Rhythm Study</p> <ul style="list-style-type: none"> • Learning and understanding more complex rhythms 	<p>10 sessions throughout the school year</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Visual Aides • Teacher Modeling 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> • 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.2, 1.3.5.B.1, 	<p>F R</p>

Instrumental Music Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<ul style="list-style-type: none"> Materials: Instrument, Music Stand, Method Books, Music Play Online, TheRhythmTrainer.com, MusicTheory.net, Music. Objective of Unit: To learn and understand rhythms that appear in grade level music. 		<ul style="list-style-type: none"> Use of visual and multi-sensory format <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Flexible grouping Adjusting pace of the lesson. Independent study 	<p>1.3.5.B.3, 1.3.5.B.4, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4.</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> 8.1.5.A.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> 9.2.8.B.3 	S I R Be Co RI ei no
<p>Parade Band</p> <ul style="list-style-type: none"> Teaching the basics of participating in parade band. Materials: Instrument, 	4 Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Visual Aides Teacher Modeling Use of visual and 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.B.1, 	F I C

Instrumental Music Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<p>Music Stand, Method Book, White Board, Music, Marching equipment</p> <ul style="list-style-type: none"> Objective of Unit: To put together a parade band for a performance 		<p>multi-sensory format</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Flexible grouping Adjusting pace of the lesson. Independent study 	<p>1.3.5.B.4, 1.4.5.A.1, 1.4.5.B.1</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> 9.2.8.B.3 	C S E S S C S C Al St
<p>Ensembles</p> <ul style="list-style-type: none"> Learning to participate in a small or large ensemble. Materials: Instrument, Music Stand, Method 	Entire School Year	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Visual Aides Teacher Modeling Use of visual and multi-sensory format 	<p><i>NJSLS – Arts:</i></p> <ul style="list-style-type: none"> 1.1.5.B.1, 1.1.5.B.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4, 	F I C C

Instrumental Music Grade 5

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	A
<p>Books, Music Play Online, TheRhythmTrainer.com, MusicTheory.net White Board, Music.</p> <ul style="list-style-type: none"> Objective of Unit: To create small and large ensembles that will perform at the two concerts during the school year. 		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Flexible grouping Adjusting pace of the lesson. Independent study 	<p>1.4.5.A.1, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1</p> <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> 8.1.5.D.1 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> 8.2.5.E.4 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> 9.2.8.B.3 	<p>S E S S C S C Al St</p>