

# Paulsboro Schools



## Curriculum

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### Elementary Instrumental Music

Grade <-4-6>

<November 9 2011>

\* 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.

Board Approved: 11-2012

**PAULSBORO SCHOOL DISTRICT**

**Superintendent**

**Dr. Frank Scambia, Superintendent**

**BOARD OF EDUCATION**

**Curriculum Writing Team Member(s): Margaret LaDue, J.R. Staub**

# **Paulsboro Schools**

## Mission

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

# INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

**Introduction/philosophy:** <Fine & Performing Arts>

*... Paulsboro schools are committed to providing all students with personal, intellectual, social, economic and human growth by fostering creativity and providing opportunities for expression beyond the limits of language*

**Educational Goals:** <Fine & Performing Arts>

- 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.

1. *Communicate...*
- 2.

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about **<Fine & Performing Arts>** Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **<Fine & Performing Arts>** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Fine & Performing Arts may also be found at:

<http://www.nj.gov/education/aps/cccs/>

## <Elementary Band4-6>

### Scope and Sequence

| I. To identify and assemble the parts of a musical instrument.          | To be able to recognize and perform various musical articulations |
|---|---|
| II. To understand and implement proper instrument care and maintenance. | To be able to differentiate between pitches                       |
| III. To be able to produce a given note on an instrument.               |   |
| IV. To learn to read and play notes on an instrument.                   | To be able to play in an ensemble or band.                        |
| V. To acquire an understanding of basic music notation and terminology  | To develop good citizenship through mutual effort and success     |
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| Suggested days of Instruction 40 +/- | <b>Curriculum Management System</b><br><b>Subject/Grade Level:</b><br><b>&lt;4-6 Instrumental Music&gt;</b>              | <b>Big Idea:&gt; To identify and assemble the parts of a musical instrument.</b><br><b>&gt;To understand and implement proper instrument care and maintenance.</b><br><b>&gt;To be able to produce a given note on an instrument.</b>   |   |
|                                      |  | <b>Topic: Assembly and tone production</b>  |   |
|                                      |  | <b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>• (1) Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.</li> <li>• Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.</li> <li>• Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.</li> <li>• Understands and impacts the increasingly complex technological environment.</li> </ul> |   |
|                                      |  | <b>Goal 1: The student will be able to :1. assemble/identify parts of an instrument;</b><br><b>Goal 2: Produce a given tone</b>   |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br><br><b>The student will be able to:</b> | <b>Essential Questions, Enduring Understandings,</b><br><b>Sample Conceptual Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b> |



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| <p>&lt;Enter # of blocks of instruction here 40+/-</p> | <p>2.1. &lt;Enter objectives here.&gt;<br/>1.2.2; 1.6.3</p> | <ul style="list-style-type: none"> <li>&lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p>Essential Questions:</p> <p>Enduring Understandings:</p> <p>Sample Conceptual Understandings:</p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p>Learning Activities:</p> <ul style="list-style-type: none"> <li>&gt;Demonstration and instruction by the teacher.</li> <li>&gt;Class Participation.</li> <li>&gt;Demonstration and instruction by the teacher.</li> <li>&gt;Accent on Achievement by John O'Reilly and Mark Williams</li> <li>&gt;Class participation.</li> </ul> <p>Assessment Models:</p> <p>Additional Resources:</p> |
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| <b>Suggested days of Instruction</b> | <b>Curriculum Management System</b><br><b>Subject/Grade Level:</b><br><b>&lt;4-6 Instrumental Music&gt;</b>  | <b>Big Idea: To be able to recognize and perform various musical articulations</b>  |   |
|                                      |  | To be able to differentiate between pitches<br><b>Topic: Correct articulation and pitch discernment</b>   |   |
|                                      |  | <b>Overarching Goals:</b> <ul style="list-style-type: none"> <li>• Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.</li> <li>• Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.</li> <li>• Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.</li> <li>• Understands and impacts the increasingly complex technological environment.</li> </ul> |   |
|                                      |  | <b>The student will be able to perform the correct tonguing technique on their selected instrument.</b><br><b>define and interpret various musical compositions using the proper tonguing techniques.</b>   |   |
|                                      | <b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) (CPI</b><br>1.1.3;1.2.2;1.4.2;1.6.3)<br>(1.1.3;1.2.2;1.4.2;1.6.3)<br><b>The student will be able to:</b> | <b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b>   | <b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b> |

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| <p>&lt;Enter # of blocks of instruction here.&gt;<br/>&gt;<br/>40+/-</p> | <p>2.2. &lt;Enter objectives here.&gt;<br/>1.1;1.2;1.4;1.6<br/>1.1;1.2;1.3;1.4</p> | <ul style="list-style-type: none"> <li>• &lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p>Essential Questions:</p> <p>Enduring Understandings:</p> <p>Sample Conceptual Understandings:</p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p>Learning Activities:<br/>&gt; Demonstration and instruction by the teacher.<br/>&gt; Class Participation.<br/>&gt; Demonstration and instruction by the teacher.<br/>Accent on Achievement I, II.<br/>&gt; Class participation.</p> <p>Assessment Models:<br/>Student response to oral questions;<br/>Teacher demonstration; Student performance</p> <p>Additional Resources:</p> |
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| Suggested days of Instruction 40 +/- | <p>Curriculum Management System<br/> <b>Subject/Grade Level:</b><br/> <b>&lt;Instrumental Music 4-6&gt;</b></p>  | <p>Big Idea: <b>To be able to play in an ensemble or band.</b></p> <p>To develop good citizenship through mutual effort and success</p> <p><b>Topic: Performance and citizenship</b></p> <p><b>Overarching Goals:</b></p> <ul style="list-style-type: none"> <li>• Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.</li> <li>• Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.</li> <li>• Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.</li> <li>• Understands and impacts the increasingly complex technological environment.</li> </ul> |   |
|                                      | <p><b>Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)</b><br/> 1.1.3;1.2.2;1.3.2;1.4.2;1.5.5;<br/> 1.5.6;1.5.7<br/> <b>The student will be able to:</b></p> | <p><b>Goal 3: The student will be able to</b> play with other instruments of an ensemble</p> <p><b>Goal 4:</b> play with other instruments of the band.</p> <p><b>Essential Questions, Enduring Understandings, Sample Conceptual Understandings</b></p>  | <p><b>Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model</b><br/> <b>Accent on Achievement Book 1,2.</b><br/> <b>&gt; Selections of band music.</b><br/> &gt; Participation with other instruments.</p> |

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| <p>&lt;Enter # of blocks of instruction here.&gt;</p> | <p>4.1. &lt;Enter objectives here.&gt;</p> | <ul style="list-style-type: none"> <li>• &lt;Enter Essential Questions Enduring Understandings, and Sample Conceptual Understandings here.&gt;</li> </ul> <p><b>Essential Questions:</b></p><br><p><b>Enduring Understandings:</b></p><br><p><b>Sample Conceptual Understandings:</b></p> | <p><b>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</b></p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>&lt;Enter learning activities and assessment models here.&gt;</p> <p><b>Learning Activities:</b></p><br><p><b>Assessment Models:</b></p><br><p><b>Additional Resources:</b></p> |
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## <Elementary Instrumental Music 4-6>

### COURSE BENCHMARKS

<Enter course goals below. These are from the pages above .....>

1. To identify and assemble the parts of a musical instrument.
2. To understand and implement proper instrument care and maintenance.
3. To be able to produce a given note on an instrument.
4. To learn to read and play notes on an instrument.
5. To acquire an understanding of basic music notation and terminology.
6. To be able to recognize and perform various musical articulations.
7. To be able to differentiate between pitches.
8. To be able to play in an ensemble or band.
9. To develop good citizenship through mutual effort and success.

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