

Unit Overview	
Content Area: Performance/Music	
Unit Title: 1 st Year Student	Unit: 1 st Year Student
Target Course/Grade Level: 4 th /5 th /6 th	Timeline: Ongoing
Unit Summary Students will acquire basic knowledge and skills to perform alone and with others on a band instrument. Students will refine technical, physical, and perceptual skills through creating music.	
Learning Targets	
Standards	
1.1	The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art and dance, music theatre, and visual art.
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.
1.3	Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art, dance, music, theatre, and visual art.
1.4	Aesthetic Reponses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art, dance, music, theatre, and visual art.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. • The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy. • Art and culture reflect and affect each other. • Complex scores may include compound meters and the grand staff. • Music composition is governed by prescribed rules and forms that apply to both improvised and scored music. • Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts. • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. 	
CPI #	Cumulative Progress Indicator (CPI) –
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.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
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.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

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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.
1.4.5.A.1	Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.
9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
9.1.4.A.2	Evaluate available resources that can assist in solving problems.
Unit Essential Questions <ul style="list-style-type: none"> • How does learning how to play a musical instrument enhance our lives? • What constitutes an acceptable tone? • What constitutes correct articulation? • What is represented by the basic symbols (rests/notes/repeats/dynamics)? 	Unit Understandings <ul style="list-style-type: none"> • Learning how to play an instrument can positively affect multiple facets of our academic and personal lives.
Unit Learning Targets (Outcomes) – <i>Students will ...</i> <ul style="list-style-type: none"> • Demonstrate proper assembly, disassembly, and care for the instrument • Demonstrate proper posture and hand position/grip • Produce an acceptable tone on the instrument • Perform basic rhythms • Perform accurate articulation • Perform alone and with others by reading a varied repertoire of music • Explain the importance of learning how to play an instrument 	
Integration of Technology: Interactive whiteboard; Computer, Document Camera	
Technology Resources: Soundwave Audacity, www.musictheory.net , www.themusicinteractice.com , jwpepper.com , iTunes, www.youtube.com	
Opportunities for Differentiation: Opportunity for individual instruction based on students’ unique learning styles. Using visual, aural, and kinesthetic teaching practices to accommodate different learning styles	
Enrichment: Solo repertoire and performance opportunities, accelerated assignments through the lesson book.	
Primary interdisciplinary connections: Math, Social Studies, Technology	
21st century themes: Creativity and innovation; critical thinking	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Mastery of concert repertoire • Concert Performance 	
Teacher Instructional Resources: Yamaha Band Student Conductor Scores, www.jwpepper.com , www.nafme.com , Individual weekly lesson comment binder	
Formative Assessments	
<ul style="list-style-type: none"> • Teacher observation • Self-evaluation and critique • Peer evaluation and critique • Weekly lesson book progress 	<ul style="list-style-type: none"> • Weekly band repertoire progress

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<u>ACTIVITIES</u>	<u>MATERIALS</u>
Group warm-ups	Lesson book
Scale exercises	Band repertoire
Echo-playing	Duet and Trio books
Sight reading	Metronome
Individualized instruction	
Interactive whiteboard based supplemental activities	