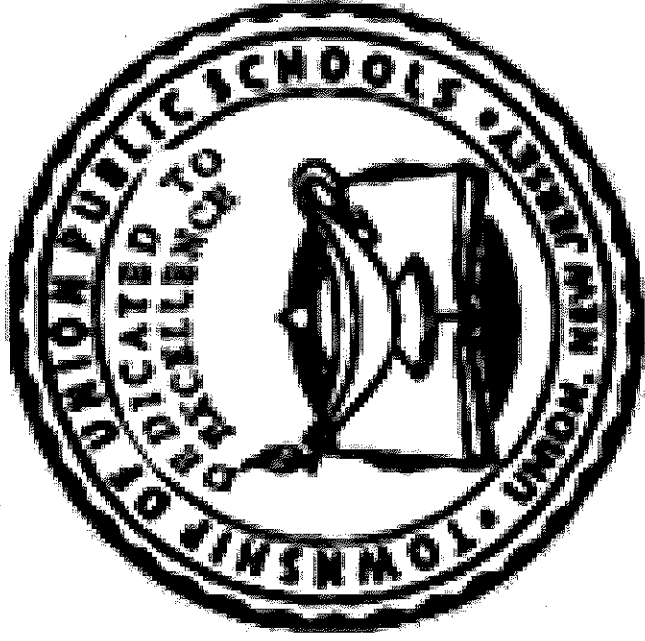
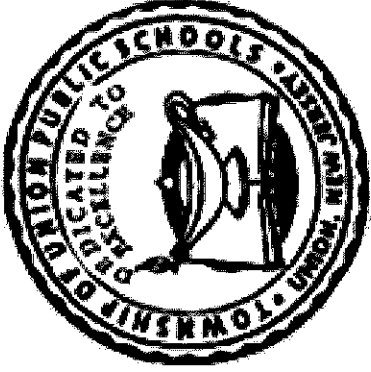


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Group Lessons
Grade 4 Band Group Lessons
Curriculum Guide
2014-2015**



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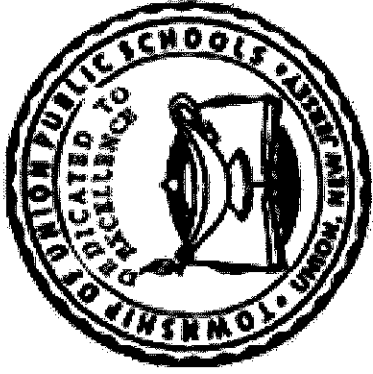
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TOWNSHIP OF UNION PUBLIC SCHOOLS

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District Security.....Nick Ardito

DEPARTMENT SUPERVISORS

| | |
|--|-----------------------|
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| Special Services: Pre-K – 8..... | Ms. Sherry Gallanter |
| Special Services: 9 – 12 | Mr. Joseph Seugling |
| Special Services: Pre-K – 8 | Ms. Donna Wozniak |
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| Mathematics: 2-5, Science 2-5..... | Ms. Theresa Matthews |
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| Art/Music..... | Mr. Ronald Rago |

Curriculum Committee

Marianne Deczynski

Michael Malanga

Group Lessons: Fourth Grade Group Band Lessons

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Mission Statement

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

Vision Statement

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

Statement of District Goals

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

Course Description

The Fourth Grade band program consists of students who participate in a band class that meets once a week as well as a rotating group lesson. The program is designed to give students the opportunity to develop their skills on their primary instrument and participate in performance activities. They perform two concerts a year: a winter and a spring concert. The curriculum is a combination of lessons, exercises and assessments that come from "Essential Elements 2000 Book 1" and concert selections. The exercises are rehearsed throughout the school year and will be outlined in the following guide. The concert selections contain many of the concepts that are studied in the textbook.

The purpose of this course is to learn to play an orchestra instrument in a manner that will instill good musical habits and provide a complete cultural experience that meets and exceeds the NJ Core Curriculum Content Standards.

The listed materials should be used as guidelines and are subject to the individual instructor. This course is outlined according to the New Jersey Core Curriculum Standards for Visual and Performing Arts.

Recommended Textbook

Essential Elements 2000 Book 1

Supplementary materials, or lesson books, can be utilized as the individual teacher sees fit to further enhance the skills outlined in this guide.

Course Proficiencies

Students will be able to ...

1. Demonstrate proper breath control, articulation and embouchure.
2. Perform on a band instrument using a reasonable level of performance proficiency including: good tone quality, technique, range, articulation and dynamics.
3. Perform from memory the concert B flat major scale.
4. Sight read music including quarter, half and whole note rhythms.
5. Increase the skills of critique and evaluation in relation to individual and full ensemble performance.
6. Obtain a passing grade on performance assessments.

Curriculum Unit

Unit 1: Lessons #1-4

1. Review of proper instrument technique.
2. Review and implementation of musical symbols.
3. Review of Concert B flat pentachord.
4. Review of rhythm sight reading: quarter note/rest, Half note/rest and whole note.
5. Performance Assessment of Lessons #1-4

Unit 2: Lessons #5-8

1. Review of tonguing.
2. Introduction to duets.
3. Introduction to fermata.
4. Introduction to concert piece.
5. Performance Assessment of Lessons #5-8

Unit 3: Lessons # 9-12

1. Introduction to concert A.
2. Introduction to pick up notes.
3. Introduction to dynamics.
4. Introduction of new concert pieces.
5. Introduction to 2/4 meter.
6. Performance Assessment of Lessons #9-12

Unit 4: Lessons # 13-18

1. Introduction of eighth notes.
2. Introduction of tempo markings.
3. Introduction of 2/4 meter.
4. Introduction to Gioacchino Rossini.
5. Introduction to concert B.
6. Performance Assessment of Lessons 13-18

Unit 5: Lessons # 19-24

1. Introduction to a tie.
2. Introduction to dotted half notes.
3. Introduction to Stephen Foster and Edvard Grieg.
4. Introduction to $\frac{3}{4}$ meter.
5. Introduction to accents.
6. Introduction to Latin American music.
7. Performance Assessment of Lessons 19-24

Unit 6: Lessons #25-28

1. Introduction of concert A flat.
2. Introduction of accidentals.
3. Introduction on Key of A flat.
4. Introduction of Japanese folk music.
5. Introduction of concert selections.
6. Performance Assessment of Lessons #25-28

Unit 7: Lessons #29-34

1. Introduction of remaining concert selections
2. Introduction to Daily Warm Ups
3. Introduction to concert B flat.
4. Performance Assessment of Lessons #29-34

Unit 8: Lessons 35-36

1. Performance of concert program
2. Student assessment of concert program
3. Review of all skills.

Pacing Guide- Course

| <u>Content</u> | Number of Weeks |
|--------------------------------|-----------------|
| <u>Unit 1:</u> Lessons # 1-4 | 4 |
| <u>Unit 2:</u> Lessons # 5 -8 | 4 |
| <u>Unit 3:</u> Lessons # 9-12 | 4 |
| <u>Unit 4:</u> Lessons # 13-18 | 6 |
| <u>Unit 5:</u> Lessons #19-24 | 6 |
| <u>Unit 6:</u> Lessons # 25-28 | 4 |
| <u>Unit 7:</u> Lessons #29-34 | 6 |
| <u>Unit 8:</u> Lessons #35-36 | 2 |

Week # 1 - 4

Unit 1: Lessons 1-4 (1.1, 1.3)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|---|---|--|
| <p>Why is music important?</p> <p>Why is it necessary to correctly assemble and care for our instruments?</p> <p>Why is a steady beat necessary?</p> <p>How does embouchure relate to pitch?</p> | <ul style="list-style-type: none">• Students will demonstrate knowledge of instrument assembly, care and playing position• Students will understand and demonstrate correct embouchure.• All students will review concert B flat pentachord (5 notes) with performance and notation.• All students will review 4/4 meter.• All students will review quarter note/rest, half note/rest and whole note.• All students will review the repeat sign.• Percussion students will learn correct grip and sticking technique. | <ul style="list-style-type: none">• All students will demonstrate good embouchure.• All students will demonstrate their understanding of the concert B flat pentachord through performance.• All students will review the concert B flat pentachord through notation.• All students will discuss and review the significance of 4/4 meter, note values and the repeat sign.• Students will sight read rhythm patterns using quarter notes/rests, half notes/rest and whole note..• Essential Elements p. 4-6 | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week # 5 - 8

Unit 2: Lessons 5-8 (1.1., 1.3, 1.4)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|---|--|---|
| <p>Why is it important to read music?</p> <p>Why is a steady beat necessary?</p> <p>How do you articulate on your instrument?</p> <p>What is a fermata?</p> <p>How do we prepare for a concert performance.</p> | <ul style="list-style-type: none">• All students will play and understand notes of the B flat pentachord.• All students will execute proper tonguing on their instrument.• All students will understand the use of the breath mark and fermata.• All students will continue to review music symbols.• All students will understand key signature.• All students will perform a duet.• All students will prepare a concert selection | <ul style="list-style-type: none">• Students will demonstrate their understanding of the B flat pentachord through performance and question/answer..• Students will demonstrate understanding of tonguing through performance.• Students will review music symbols through flash cards.• Students will demonstrate good pitch and tone through the concert B flat pentachord.• Students will perform a duet and harmony selections.• EE book p. 7-8• Concert selection | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm, on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week # 9 - 12

Unit 3: Lessons 9-12 (1.1, 1.2, 1.3, 1.4)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|--|---|--|
| <p>How do we play concert A?</p> <p>Why are dynamics important?</p> <p>How do you play a pick up note?</p> <p>How do you perform eighth notes?</p> <p>How do we prepare for performance?</p> | <ul style="list-style-type: none">• All students will learn the correct fingering for concert A.• All students will perform selections that use a pick up note.• All students will identify dynamic markings and perform accordingly.• All students will refine concert selections.• All students will perform in a holiday concert. | <ul style="list-style-type: none">• Students will demonstrate correct fingering for concert A through performance and question/answer.• Students will identify pick up notes and perform selections that include them.• Students will identify dynamic markings through flash cards and musical selections.• Students will increase their repertoire through performance pieces.• Students will refine their concert selections.• Lesson book p. 9• Concert selection | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week # 13 – 18

Unit 4: Lesson 13-18 (1.1., 1.2, 1.3, 1.4)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|--|--|--|
| <p>How do we perform eighth notes</p> <p>How do we play in 2/4 meter?</p> <p>Who was Gioacchino Rossini?</p> <p>What are tempo markings?</p> <p>How do we perform concert B?</p> | <ul style="list-style-type: none">• All students perform selections utilizing eighth notes.• All students perform selections utilizing 2/4 meter.• All students will identify Gioacchino Rossini and perform one of his compositions.• All students will identify and perform tempo markings.• All students will demonstrate understanding of concert B. | <ul style="list-style-type: none">• All students will identify and perform eighth notes.• All students will identify and perform selections in 2/4 meter.• Students will read and discuss Gioacchino Rossini and perform one of his selections.• All students will identify tempo markings through question/answer and perform exercises accordingly.• All students will demonstrate fingering for concert B.• Lesson book p. 10-13 | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week # 19-24

Unit 5: Lesson 19-24 (1.1, 1.2, 1.3)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|---|--|---|--|
| <p>What is a tie?</p> <p>How do you play a dotted half note?</p> <p>Who was Stephen Foster?</p> <p>How do we play $\frac{3}{4}$ meter?</p> <p>Who was Edvard Grieg?</p> <p>What is an accent?</p> <p>What is Latin American music?</p> | <ul style="list-style-type: none">• All students will learn to recognize and perform ties.• All students will learn to play dotted half notes.• All students will discuss Stephen Foster and play one of his compositions.• All students will perform in $\frac{3}{4}$ meter.• All students will discuss Edvard Grieg and play one of his compositions.• All students will learn to recognize and perform accents.• All students will discuss Latin American music and perform a related selection. | <ul style="list-style-type: none">• Students will identify and perform ties in their music.• Students will identify and perform dotted half notes.• Class will read and discuss Stephen Foster and play one of his compositions.• Students will identify and perform selections in $\frac{3}{4}$ meter.• Students will read and discuss Edvard Grieg and perform one of his compositions.• Students will identify and perform accents.• Students will read and discuss Latin American music and play a selection.• Lesson book p. 14-15 | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week #25-28

Unit 6: Lesson 25-28 (1.1, 1.2, 1.3)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|---|---|--|
| <p>What is an accidental?</p> <p>How do we play concert A flat?</p> <p>What is the key of A flat?</p> <p>What is a Japanese Folk Song?</p> | <ul style="list-style-type: none">• All students identify accidentals.• All students will demonstrate concert A flat..• All students will identify the key of A flat.• All students will perform a Japanese Folk Song.• All students will learn concert selections. | <ul style="list-style-type: none">• Students will identify accidentals in their music.• Students will demonstrate correct fingering for concert A flat.• Students will identify the A flat key signature.• Students will read and discuss Japanese folk songs and perform one.• Students will begin work on concert selections.• Lesson book p. 16• Concert selection | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week #29-34

Unit 7: Lesson 29-34 (1.1, 1.2, 1.3, 1.4)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks_(CPIs) | Activities | Assessments |
|--|--|--|--|
| <p>Why is tone development important?</p> <p>How do we prepare for concert performance?</p> <p>How do we play high concert B flat?</p> <p>How do we perform a concert?</p> | <ul style="list-style-type: none">• All students will work to develop their tone.• All students will prepare for concert performance.• All students will begin to learn high concert B flat.• All students will prepare for and perform a spring concert. | <ul style="list-style-type: none">• Students will perform daily warmups to develop their tone.• Students will prepare selections for concert performance.• Students will work towards performance of high concert B flat.• Students will refine concert selections.• Students will perform in a spring concert.• Lesson book p. 17-18 | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

Week #35-36

Unit 8: Lesson 35-36 (1.1, 1.3, 1.4)

| Essential Questions | Instructional Objectives/ Skills and Benchmarks (CPIs) | Activities | Assessments |
|--|--|--|--|
| <p>How do we assess our performance?</p> | <ul style="list-style-type: none">• Students will assess their concert performance.• Students will review all skills learned this year. | <ul style="list-style-type: none">• Students will discuss their concert performance.• Students will review skills learned this year through games and playing activities. | <ul style="list-style-type: none">• Level 1: Students will learn to perform musical excerpts in rhythm and on pitch and while maintaining a steady tempo. They will identify and define standard notation symbols for pitch and rhythm• Level 2: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will define standard notation symbols for pitch, rhythm, dynamics and tempo• Level 3: Students will learn to perform contrasting rhythmic and melodic excerpts accurately and independently on their instrument. They will perform with expression and technical accuracy on a wind and percussion instrument. Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression. |

New Jersey Core Curriculum Content Standards
Academic Area

- 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.
- 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 in dance, music, theatre, and visual art.
- 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.