

EAST RUTHERFORD SCHOOL DISTRICT
PERFORMING ARTS CURRICULUM-BAND

Grades 5-8



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New Jersey Student Learning Standards
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CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
<p>1.1.8.B.1 Common, recognizable musical forms often have characteristic s related to specific cultural traditions.</p>	<p>Analyze the application of elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting different scores.</p>	<p>Will the students be able to distinguish between Western and non-Western styles of music by listening to various musical pieces?</p> <p>Will the students be able to recognize the Western and non-Western music by observing the score to a given piece?</p>	<p>The students will be exposed to recordings of various examples of Western and non-Western; some familiar and some not.</p> <p>Students will list similarities and differences between Western and non-Western recordings.</p> <p>Students will be exposed to scores while listening to pieces of music. Notations, chord and scale structures will be discussed.</p>	<p>Teacher observation, class discussion as well as listening exercises will be used to evaluate the students ability to distinguish between Western and non-Western styles of music.</p> <p>Students will be asked to listen for non-Western influenced music in the media and internet etc. and to site examples.</p>	<p>Cd recordings</p> <p>Internet</p> <p>Musical Scores</p> <p>Band Literature</p>

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<p>1.1.8.B.2 Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>	<p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical composition</p>	<p>Will students be able to recognize the difference between different styles of music? Will they be able to compare and contrast the use of different elements and structural forms in those different styles?</p>	<p>Different styles of music will be performed by the ensemble and discussed in class.</p> <p>When available, students will be exposed to recordings of the pieces they will be playing to hear and discuss elements of music and compositional techniques.</p>	<p>Class discussions</p> <p>Question and answer</p> <p>Written responses</p>	<p>Lesson books</p> <p>Band Literature</p> <p>Lecture</p> <p>Recordings</p>

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<p>1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p>	<p>Map historical innovations in music that were caused by the creation of new technologies.</p>	<p>Will the students be aware of the technological changes in the process of music publishing, composition, performance, etc.?</p> <p>Will students have some knowledge of the use of acoustic instruments vs. electronic instruments, analog vs. digital recording techniques, and the impact these have had, pro and con, in the field of music?</p>	<p>Listening to recordings of acoustic and electronic instruments.</p> <p>Research developments and milestones in music technology, including music publishing, musical recordings, electronic instruments and their capabilities.</p>	<p>Students will distinguish between acoustic and electric instruments while listening in class.</p> <p>Students will discuss and display the ability to make digital recordings using computers and the internet.</p> <p>Students will be able to explain the pros and cons of technology in the music business and how it affects the music industry</p>	<p>Live or recorded performances of Musical Theater, Symphony Orchestra, Pop Music, etc.</p> <p>Computer programs such as Garage band or Mix craft</p> <p>Internet sites like YouTube, iTunes, etc.</p> <p>Teacher Lecture</p>

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<p>1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p>	<p>Differentiate past and Contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p>	<p>Will the students be able to recognize musical compositions that relate to events, ideas, or issues in different cultures?</p> <p>Will students be able to recognize the historical significance or time-period of musical compositions?</p>	<p>Students will be exposed to the historical and/or cultural significance of pieces they are working on in ensembles.</p> <p>For example, if a Scott Joplin Rag is being learned by the ensemble, a lesson about the culture at the time the rag was composed would be very educational and useful both as an exercise in history as well as a lesson in musical style.</p> <p>Students may be asked to do some research on their own.</p>	<p>Class discussions and question and answer sessions will check students understanding of historical and cultural significance of musical compositions.</p> <p>Students may do some research on their own using the internet or other resources, and present their findings to the class.</p>	<p>Teacher Lecture</p> <p>Musical Compositions</p> <p>Historical/cultural resources</p> <p>Internet</p>

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<p>1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.</p>	<p>Analyze the social, historical, and political impact of musicians on culture and the impact of culture in music</p>	<p>Will the students be able to recognize various musicians that have had a significant impact on their culture?</p>	<p>Students will work on pieces of music that were written by, recorded by, or written in the style of historically significant musicians.</p> <p>Students will be exposed to recordings of music written by, recorded by, or written in the style of historically significant musicians.</p>	<p>Class discussions and question and answer periods will revolve around composers and performers of historical significance in reference to music being performed by students.</p> <p>The student will understand the influence of the musician on that culture, and/or the influence of the culture on the musician.</p>	<p>Band Literature Lecture Historical/cultural resources Recordings Internet</p>

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1.3.8.B1 Western, non-Western, and avant-garde notation systems have distinctly different characteristics.	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	<p>Will the students be able to recognize and perform music using complex standard notation?</p> <p>Will students be able to recognize and perform music that uses non-standard and/or non-Western or avant-garde notation?</p>	<p>Students will study and compare various types of musical notation, new, old, and contemporary, as well as Western and non-Western music. The students will discuss the similarities and differences between them.</p> <p>Students will perform familiar songs that they will need to identify through performance using non Western notation, and non-standard notation.</p>	<p>The teacher will evaluate the proficiency of each student's performance of music in differing types of notation and styles.</p> <p>Class discussions will help students recognize and use different forms of notation.</p>	<p>Band literature</p> <p>Recordings</p> <p>Internet</p>

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1.3.8.B.2 Stylistic considerations vary across <u>genres</u> , cultures, and <u>historical eras</u> .	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	Will the students be able to adapt stylistically to the genre of the music being performed	<p>Students will listen to recordings of the music being rehearsed. Students will listen to <i>similar music</i> from the same genre.</p> <p>Students will compare different styles of music and discuss the appropriate use of dynamics and articulations, and there variations.</p>	<p>The teacher will evaluate the proficiency of each individual's performance of music as well as the entire ensembles performance of the music.</p> <p>Class discussions teacher assessment and student critique will help students recognize and apply appropriate expression to the genre of the music being learned.</p>	Band literature Lesson Book Recordings Internet

<p>1.3.8.B.3 Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p>	<p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff</p>	<p>Will the instrumental students be able to identify, understand, and perform music dynamics as prompted by music symbols and abbreviations?</p>	<p>Symbols and abbreviations of dynamics will be defined and explained, especially those appearing in music the students are performing.</p> <p>Teacher will demonstrate appropriate dynamics and articulations to the students.</p> <p>Recordings will be used to reinforce demonstrations.</p>	<p>Students will review recordings of concert and practice performances focusing on the performance of dynamics and other musical markings.</p> <p>The teacher will assess individual and group performances of dynamics in class.</p>	<p>Band literature Lesson Book Recordings Internet</p>
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<p>1.3.8.B.4</p> <p>Improvisation is a compositional skill that is dependent on understanding the <u>elements of music</u> as well as stylistic nuances of <u>historical eras</u> and <u>genres</u> of music.</p>	<p>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing technique in that genre or style.</p>	<p>Do the students understand the concept of improvisation?</p> <p>Can the students perform improvisational passages based on the parameters of a particular style of music?</p>	<p>Students will have the opportunity to perform in Jazz/Rock ensembles and improvise as part of the performance.</p> <p>Students will have the opportunity to improvise based on scales or other parameters in small group lessons.</p> <p>Students will have the opportunity to listen to artists and styles of music that incorporate improvisation.</p>	<p>Teacher observation of performance on instrument.</p> <p>Assessment of chord structure and chord progression knowledge.</p> <p>Students will do informal assessments of their improvised passages.</p> <p>Students will be able to record their improvised passages.</p>	<p>Jazz and Rock Ensemble literature</p> <p>Scale and chord progression sheets</p> <p>Recordings</p> <p>Recording device</p> <p>Internet</p>

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<p>1.4.8.A.1 Contextual clues to artistic intent are embedded in artworks. Analysis of <u>archetypal</u> or <u>consummate works of art</u> requires knowledge and understanding of culturally specific art within historical contexts.</p>	<p>Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>	<p>Will the students be able to use their knowledge of the elements of music to make a knowledgeable assessment of the performance of a piece of music?</p>	<p>By learning to perform different styles of music, students will gain the basic knowledge and experience to ascertain the quality of performance by their own and other ensembles.</p> <p>Students should be able to assess performance of different elements of music like dynamics, articulations, rhythms, styles, etc.</p>	<p>Shared critiquing of performances amongst classmates.</p> <p>Class discussion of recordings of various ensembles (including their own ensembles).</p>	<p>Band Literature Recordings Live Performances Internet</p>

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1.4.8.A.2 Art may be used for <u>utilitarian and non-utilitarian</u> purposes.	Identify works of music that are used for utilitarian and non-utilitarian purposes.	Will students be able to distinguish between music that is used for a specific purpose as opposed to just beauty?	<p>Students will listen to and be aware of music whose main purpose is for enjoyment (i.e. a symphony, sonata, program music, etc.).</p> <p>Students will listen to and be aware of music whose main purpose is for a reason other than the pure enjoyment of listening (i.e. jingles, musical cues in soundtracks, etc.).</p>	In class discussions and question and answer sessions, students will be able to distinguish between music that is written for music's sake, and music written for a specific use.	Recordings Internet

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1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to <u>historical era</u> and <u>genre</u> .	Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical areas.	Will the students be able to recognize styles, trends, and movements in music that are associated with certain cultures or historical eras?	<p>Compositions or varying style and significance will be learned and performed. The students will discuss why they believe a given piece of music is an outgrowth of a culture or historical event.</p> <p>Student's assessments can be based on composers, musicians, or styles of music they have already experienced.</p>	Guided classroom discussion will be geared towards authentic student assessments of styles, trends, and movements surrounding pieces of music being performed by ensembles.	Band Literature Lecture Discussion Historical/Cultural reference Internet

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<p>1.4.8.A.4</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <u>genre's</u> stylistic traits.</p>	<p>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>	<p>Will the students be able to understand that certain music our culture views as acceptable may once have been thought of as unacceptable in the past?</p> <p>Will the students be able to accept that some music that our society, and culture does not fully appreciate today may be viewed differently in the future?</p>	<p>Students will listen to recordings of music that in the past did not conform to societal norms, but is now thought of as normal.</p> <p>Students will listen to music that in past societies was considered the norm, which now sounds strange to the listeners in our culture.</p>	<p>Students will be able to articulate that the appreciation of a style or form of a musical composition is subjective not only to the individual listener, but also to the time period that listener exists in. listeners will be influenced by the cultural norms of their time.</p>	<p>Musical Recordings related to this topic (The Rite of Spring, Gregorian Chant, The Beatles, etc.)</p> <p>Internet</p>

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1.4.8.A.5 Symbolism and metaphor are characteristic of art and art-making.	Interpret symbolism and metaphors embedded in musical compositions.	Will the students be able to recognize and interpret musical metaphors and symbolism that occur in musical compositions that they perform or listen to?	Students will listen to and perform various pieces of music that use musical symbolism to persuade an emotion or mental picture.	<p>Students will explain the feelings they get or the mental images they see when they perform or listen to a piece of music.</p> <p>Students can refer to movie scores or program music that suggest a type of emotional response or image that the composer is trying to elicit from the listener.</p>	<p>Band literature being learned or performed</p> <p>Recordings (i.e. Movie scores, Symphonic poems, etc.)</p> <p>Internet</p>

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<p>1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>	<p>Will the Students be able to recognize “traditional” musical pieces from those that use non-conventional ideas or instrumentation?</p>	<p>Students will listen to “traditional” pieces of music and will be able to articulate and compare these works to non-conventional pieces of music. Students will discuss what elements are shared or not shared by pieces that use “traditional” instrumentation, and those that use non-standard instrumentation.</p>	<p>The students will have a discussion with each other and with the teacher comparing, contrasting, and identifying “traditional” and “nontraditional” musical compositions. Students will be encouraged to come up with ideas for non-standard instrumentation.</p>	<p>Musical recordings Class Lecture Videos (i.e. Stomp, Blue Man Group, etc.) Internet</p>

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<p>1.4.8.A.7 Artwork may be both <u>utilitarian and non-utilitarian</u>. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	<p>Analyze the form, function, craftsmanship, and originality of representative musical compositions.</p>	<p>Will the students be able to analyze the form, function, craftsmanship, and originality of a musical composition?</p>	<p>Using learned knowledge of different genres of music and the historical and cultural influences on different genres of musical composition, the student will be able to articulate a knowledgeable understanding of a given musical composition being learned for performance.</p>	<p>The teacher will assess the dialogue amongst the band students discussing a composition being performed. The students should show their knowledge of form, structure, function, craftsmanship, and originality of the musical composition being learned.</p>	<p>Band Literature Lecture Class Discussion Recordings Internet</p>

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<p>1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p>	<p>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p>	<p>Does the piece of music we are listening to, or rehearsing show artistic merit/proficiency, based on the structure of the composition.</p>	<p>Students will listen to and analyze various music by the same composer as well as contemporaries of the composer.</p>	<p>Students will discuss their likes and overall dislikes of the piece as well as justifying the technical and proficient aspects of the composition.</p>	<p>Band Literature Lecture Class Discussion Recordings Internet</p>

<p>1.4.8.B.2</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p>	<p>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>Can the students be able to appreciate the performance and the talent of musicians that perform a particular style of music?</p> <p>Will the students be able to distinguish what is accepted as proficient in different styles of music?</p> <p>Will the students be able to appreciate talented musicians who perform styles of music that they do not often listen to?</p>	<p>Students will study and listen to examples of various styles of music to achieve an awareness of what is accepted as proficient in different styles of music.</p> <p>Students will listen to various artists who are accomplished in various styles of music.</p>	<p>Teacher will assess students' ability to recognize different styles of music and what is expected of proficient performance of that style.</p> <p>Students will discuss what they like or don't like about various styles, but demonstrate the ability to differentiate what they like from what is well performed.</p>	<p>Recordings</p> <p>Internet</p> <p>Class Discussion</p>
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<p>1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and <u>historical eras</u>.</p>	<p>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>Will the students be able to compose an essay comparing the likes and differences between different styles of music?</p> <p>Will the students be able to compose an essay explaining the evolution of styles of music from different time periods and/or cultures?</p>	<p>Students will pick two artists or composers from two different styles or historical eras of music and will present an oral report to the class contrasting the similarities and differences. Students may perform music from both periods and perform them in different styles. Example: student performs Beethoven's Ode to Joy in a swing style.</p>	<p>The instructor will grade the essay based on knowledge related studies in music class as well as proper writing techniques.</p>	<p>Internet</p> <p>Recordings</p> <p>Band Literature</p> <p>Lesson Books</p> <p>Word Processing program</p>