



CURRICULUM OVERVIEW

Content Area: Music

Course Title: Orchestra Grades 3-8

Course Description or Content Overview: *Orchestra* is focused on instrumental music and is offered to all students in North Brunswick, grades 3-8. Students may choose to learn violin, viola, cello, or bass (though the latter is usually limited to 5th grade or above). Students are trained in the fundamentals of musical performance, including preparation, rhythm, pitch, bowing/articulation, musical expression, and performance protocols, as well as the creation and improvisation of music. Once fundamentals are established, students will participate in a variety of ensemble settings, as well as learn intermediate and advanced skills on their respective instruments. Students also perform in 1-2 evening performances with their peers (as grade appropriate). Other performance opportunities may also be available.

Students on the elementary level will receive instruction in a weekly small homogenous lesson group. As students mature and the shift to an ensemble focus occurs, a larger group setting will be the norm for instruction. Essential Elements for Strings (Books 1-2) and Essential Technique for Strings are the primary string instructional methods for all North Brunswick Twp Schools. Supplemental materials and ensemble pieces may also be utilized as needed and appropriate. Standards are based on the New Jersey Core Curriculum Content Standards for the Visual and Performing Arts (2104).

This curriculum is designed to be flexible to allow students to begin as early as 3rd grade, but as late as 8th. The first 3 years of instruction are based on an elementary aged student receiving instruction in a small group setting on a weekly basis, with an ensemble rehearsal eventually added in. Middle school aged students, on the other hand, will likely move at a faster rate. As such, the first three years are laid out as "Year 1-3", but should be adjusted appropriately based on the student.

Course Rationale: The study of music performance is essential to the development and growth of young people. Studies have shown numerous benefits, such brain development, multi-tasking, self-discipline, creativity, and higher level thinking/engagement, among others. Additionally, students learn how to take responsibility and function collaboratively in a team setting. Many of these skills are transferable and will aid them in functioning at a high level in society.

Music is also a pervasive part of our culture. The study of music helps learners to perceive the world in different ways and gain a deeper understanding of others, both past and present. Through this, students will have the ability to engage more meaningfully with the world around them.

North Brunswick Township Board of Education Adoption Date: November, 15, 2017

NJLS Standards/Cumulative Progress Indicators:

The Creative Process

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.

1.1.8.B.1 - Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2 - Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

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.

1.2.8.A.1 - Map historical innovations in dance music theatre and visual art that were caused by the creation of new technologies.

1.2.8.A.2 - Differentiate past and contemporary works of dance music theatre and visual art that represent important ideas issues and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 - Analyze the social historical and political impact of artists on culture and the impact of culture on the arts.

Performance

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.

1.3.8.B.1 - Perform instrumental or vocal compositions using complex standard and non-standard Western non- Western and avant-garde notation.

1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.3.8.B.4 - Improvise music in a selected genre or style using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

Critical Methodologies - 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.

1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance music theatre and visual art

1.4.8.A.2 - Identify works of dance music theatre and visual art that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3 - Distinguish among artistic styles trends and movements in dance music theatre and visual art within diverse cultures and historical eras.

Critical Methodologies - Critique Methodologies

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.

1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artists technical proficiency and the works content or form.

1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance music theatre and visual art.

21st Century Skills Standards/Progress Indicators

Income and Careers

9.1.4.A.1 - Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 - Identify potential sources of income.

9.1.8.A.2 - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power.

Career Awareness

9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 - Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 - Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.8.B.1 - Research careers within the 16 Career Clusters® and determine attributes of career success.

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.

ISTE Technology Standards:

1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
 - a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
 - b. Build networks and customize their learning environments in ways that support the learning process.
 - c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizenship: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
 - a. Cultivate and manage their digital identities and reputations and are aware of the permanence of their actions in the digital world.
 - b. Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.
 - c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
 - a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - b. Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
 - c. N/A
 - d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
4. Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
 - a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
 - b. N/A
 - c. N/A
 - d. Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.
5. Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - a. N/A
 - b. N/A
 - c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
6. Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
 - a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
 - b. N/A
 - c. N/A
 - d. Publish or present content that customizes the message and medium for their intended audiences.
7. Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

- b. Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

K-12 Interdisciplinary Connections:

English/Language Arts:

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Science:

3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

4-PS3-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

4-PS4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

MS-PS4-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

Mathematics:

MP.2 Reason abstractly and quantitatively.

MP.4 Model with mathematics.

World Language:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

Social Studies/History:

6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.

6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.1.4.D.14 Trace how the American identity evolved over time.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Health/Physical Education:

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

2.1.4.C.3 Explain how mental health impacts one's wellness.

2.1.4.E.3 Determine ways to cope with rejection, loss, and separation

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.6.B.1 Use effective decision-making strategies.

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities

2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

Enduring Understandings (What big ideas do we want students to come to understand?):

- Music is made up of different elements that interact together
- Learning to play an instrument well takes ownership and responsibility
- Playing music together means working as a team
- Learning to play an instrument and perform is a unique experience
- Music is an integral part of culture and society, and a gateway to understanding
- Music performance is a means of expression

Essential Questions (What are the key understanding goals of the unit?):

- How do I use proper pitch, rhythm, and expression to create music?
- How do I improve in my musical abilities?
- How can I be a better member of the ensemble?
- Why is learning to play an instrument and perform unique?
- What role does music play in my life and in the world around me?

<p>and fosters creativity and innovation</p> <ul style="list-style-type: none"> • Music performance helps you develop skills helpful in all walks of life • Music can affect, motivate, and inspire people in many ways 	<ul style="list-style-type: none"> • How can I create music and/or use it to express myself? • How does music help me in other areas of life? • What is the impact of music on people and the world around us?
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Modifications (ESL/Special Education/Academic Support/G&T):

1. Extended time for task completion
2. Special seating
3. Reinforcement/restatement/simplification of classroom oral or written directions/questions
4. Individual lessons
5. Student use of visual and auditory aids
6. Chunking assignments and/or instruction
7. Modification of assignments:
 - Tracking sheets of expected assignments.
 - Modified music parts
 - Alternative activities
 - Extended time for assignments
 - Prioritize assignments
 - Retake or redo assignments
 - Simplified assignments
 - Reduced assignments
 - Recorded reading assignments
 - Opportunity to respond orally
 - Exemption from reading before peers
 - Peer edit/peer check
 - Homework buddy
 - Classroom buddy
8. Modifications of assessments
9. Opportunity to retake assessments
10. Provide on-task/focusing prompts.
11. Positive reinforcement/PBSIS strategies
12. De-escalating strategies.

Course Resources:

- Technologies:
 - Google Classroom
 - Kahoot.it
 - SMART Board
 - YouTube
 - Laptops/Chrome Books
 - Audio Playback Device
 - Projector
 - Audio/Video Recording Device
 - Composition Software (such as Finale or MuseScore)
 - Musictheory.net
 - Essential Elements Interactive
 - Practicesightreading.com
- Texts:
 - *Essential Elements for Strings, Book 1* - Allen, Gillespie, and Hayes
 - *Essential Musicianship for Strings: Fundamental Ensemble Concepts* - Allen, Gillespie, and Hayes
 - *Foundations for Strings* - Del Borgo
 - *Orchestra Expressions* - Brungard, Alexander, Anderson, and Dackow
 - *Orchestral Bowing: Style and Function* - Kjelland
 - *A Rhythm a Week* - Witt
 - *String Basics* - Shade & Woolstenhulme
 - *String Explorer* - Dabczynski, Meyer, and Phillips
 - *Suzuki, Book 1* - Suzuki
 - *Uni-tunes* - Nunez
- Other:
 - Sheet Music - Varied Ensembles
 - Musical Instruments (Violin, Viola, Cello, Bass) and Bows
 - Supporting Supplies
 - Shoulder Rests
 - Strings
 - Rosin
 - Endpin Stoppers
 - Music Stands