

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2020 | Grades 5-8**

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# **Band**

*Approved by the Cedar Grove Board of Education*

Board of Education  
Mrs. Christine Dye, President  
Mr. David Schoner, Vice-President  
Mrs. Nicole DiChiara  
Mrs. Michele Mega  
Mr. Leonard Splendoria

# **Band 5-8**

## **Course Description**

The instrumental program beginning in the 5th grade for band instruments is an extension of the general music program. It is understood that the students will possess a basic knowledge of the fundamentals of music.

Students in 5th grade may elect to study a band instrument. The instruments offered will be brass, woodwinds and percussion. The course of study will include exposure to a variety of band literature, development of proper playing position, musical interpretation and performance procedures

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for  
VISUAL AND PERFORMING ARTS**

These standards can be viewed at  
<http://www.state.nj.us/education/aps/cccs/arts/>

## Unit 1- Beginning Procedures

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Putting the instrument together	<ul style="list-style-type: none"> <li>Assemble respective instruments together</li> </ul>	1.1.12.B.1	1
Embouchure	<ul style="list-style-type: none"> <li>Learn the proper embouchure for their individual instrument</li> </ul>	1.3.12.8.2	2
Sound production	<ul style="list-style-type: none"> <li>Learn how to produce a sound on their instrument using the proper embouchure</li> </ul>		Ongoing
Long tones	<ul style="list-style-type: none"> <li>Produce long tones on their instruments</li> </ul>		Ongoing
Tonguing Notes	<ul style="list-style-type: none"> <li>Learn how to use their tongue in order to separate notes</li> </ul>		Ongoing

## Unit 2 – Beginning Theory

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
The Beat	<ul style="list-style-type: none"> <li>Learn how to tap foot in order to feel the beat of the music</li> </ul>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.2	Ongoing
Notes and Rests	<ul style="list-style-type: none"> <li>Learn the value of notes and rests such as quarter note, half note, whole note and their respective rests</li> </ul>		Ongoing
Key Signature	<ul style="list-style-type: none"> <li>Learn why they need to understand the key signature at the beginning of the music</li> </ul>		1
Time Signature	<ul style="list-style-type: none"> <li>Learn the different time signature such as 4/4, 3/4, and 2/4</li> </ul>		Ongoing
Note Names	<ul style="list-style-type: none"> <li>Learn the names of the notes on the musical staff</li> </ul>		Ongoing

### Unit 3 –Playing Notes, Dynamics, and Note Value

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Playing Notes	<ul style="list-style-type: none"> <li>Learn the different fingerings on their instruments and produce different pitches</li> </ul>	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.8.2	Ongoing
Combining different note values	<ul style="list-style-type: none"> <li>Play a combination of different note values in various exercises</li> </ul>		Ongoing
Harmony	<ul style="list-style-type: none"> <li>Learn how to play two part harmony and how that relates to chord building</li> </ul>		Ongoing
Dynamics	<ul style="list-style-type: none"> <li>Learn the meaning of dynamics as it pertains to music- such as piano, mezzo piano and forte</li> </ul>		1
Tempo Markings	<ul style="list-style-type: none"> <li>Learn the meaning of dynamics as it pertains to music- such as piano, mezzo piano and forte</li> </ul>		1
Eighth Notes	<ul style="list-style-type: none"> <li>Learn how to count eighth notes and their relationship to quarter notes</li> </ul>		Ongoing
Ties	<ul style="list-style-type: none"> <li>Learn the value of ties and how they are used to increase note value between measures</li> </ul>		Ongoing

### Unit 4 –Flats, Sharps, Naturals, Slurs, and Scales

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Flats	Learn how to take a note and lower it step	1.1.12.B.1 1.1.12.B.2 1.3.12.B.1 1.3.12.B.2	Ongoing
Sharps	Take a note and learn how to raise it a <i>Yi</i> step		Ongoing
Natural	Learn the meaning of the natural sign and how it is used in music		Ongoing
Slurs	Learn how to slur notes and how incorporating them in music is used to phrase the music		Ongoing
Scales	Learn half steps and whole steps and how they work when building major scales		Ongoing

## Unit 5 – B Flat Scale, Arpeggios, and Chromatics

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Scales	Learn how to play a B flat concert scale	1.1.12.B.1 1.1.12.B.2	Ongoing
Arpeggios	Learn how to take scales and form broken chords or arpeggios	1.3.12.B.1 1.3.12.B.2	Ongoing
Enharmonics	Learn the meaning of enharmonic notes and the theory behind them		Ongoing
Chromatic Notes	Learn the use of altered notes (chromatic) and why they are used		1

## Unit 6 – Note Phrasing, A Flat Scale, Sixteenth Notes, and 6/6 Time

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Staccato	Learn how to play notes staccato using various exercises	1.1.12.B.1 1.1.12.8.2	Ongoing
Tenuto	Learn the meaning of tenuto and how to execute note using this technique	1.3.12.8.1 1.3.12.B.2	Ongoing
Syncopation	Learn the meaning of syncopation (offbeat feel) and how to play different note patterns with this technique		1
Sixteenth Notes	Learn how to play sixteenth notes and how they relate to quarter and eighth notes		Ongoing
Concert A Flat Scale	Learn how to play sixteenth notes and how they relate to quarter and eighth notes		Ongoing
Triplets	Learn how to count triplets using various exercises		Ongoing
6/8 Time	Learn how to count in 6/8 time		Ongoing
Minor Scales	Learn how minor scales are constructed and play exercises to develop their understanding of these scales		Ongoing

## Unit 7 - Performance

Course Objectives	Student Objectives	NJSLS Visual and Performing Arts	Suggested Timeframe (In Blocks)
Literature	<ul style="list-style-type: none"> <li>Learn about different composers and the literature that they wrote for the orchestra</li> </ul>	1.3.12.B.1 1.3.12.8.2 1.3.12.8.3 1.3.12.B.4	Ongoing
Performance	<ul style="list-style-type: none"> <li>Learn performance etiquette</li> </ul>		Ongoing
Ensemble Playing	<ul style="list-style-type: none"> <li>Learn orchestral pieces- these works will be of varying difficulty depended on the ensembles level.</li> </ul>		Ongoing

### Activities

- Clapping rhythms for various sections of music Listening to different performances of classical music Recording performances for evaluation
- Perform at music festivals for evaluation Perform at community centers
- Practice in sections so as to isolate various melodic and rhythmic differences
- Have students keep records of practice time
- Have students listen to each other and critique each other's performance
- Have students pick out melody lines in musical selections

### Differentiation and Accommodation Strategies

#### Special Education Students

<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

#### Gifted and Talented Students

<https://docs.google.com/document/d/1MCwETsNKvMhrbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing>

#### ESL-ELL Students

[https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWglFGF\\_BFbL3Noyx3Ii0k/edit?usp=sharing](https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWglFGF_BFbL3Noyx3Ii0k/edit?usp=sharing)

#### At-Risk Students

<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCdC0u94orml/edit?usp=sharing>

#### Students with 504 Plans

<https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

### Assessment

- Class Participation
- Homework Evaluation
- Performances
- Teacher Observation

### Resources

#### Method Books

- Essential Elements Books 1 and 2.* Tim Lautzenheiser, John Higgins, Charles Menghini, Paul Lavender,

Tom Rhoades & Don Bierschenk, Hal Leonard Music Corporation, 2000

- *First Division Band Method*, Fred Weber, Alfred Publishing, 2000
- *Standard of Excellence*. Bruce Pearson, Neil A. Kjos Music Company, 1993
- Band Expressions Books 1 and 2. Robert W. Smith, Susan Smith, Michael Story, Garland Markham & Richard Crain. Alfred Publishing, 2005

### Sample Band Arrangements

- *Academic Festival Overture: Johannes Brahms/arr. Akey*, Alfred Publishing
- *Affirmation*. William Owens. FJH Music Company Inc.
- *America the Beautiful*. Samuel Ward/arr. Kinyon. Alfred Publishing
- *American Heritage March*. John Edmondson, Queenwood Publications/KJOS MU
- *All Star arr. Michael Story*. Alfred Publishing

SCOPE AND SEQUENCE					
NJ Student Learning Standards Standard/Cluster	Process Skills	5	6	7	8
1.1 Aesthetics	Compare and contrast musical works	X	X	X	X
	Apply musical language to compositions	X	X	X	X
1.2 Creation and Performance	Perform compositions using notation	X	X	X	X
	Perform improvisation using standard notation and rhythm	X	X	X	X
1.3 Elements and Principles of the Arts	Recognition of scale patterns in musical compositions	X	X	X	X
	Recognizing basic structures in musical compositions	X	X	X	X
1.4 Critique	Recognize and discuss different themes and structure of musical compositions		X	X	X
	Discuss among students different views of musical works	X	X	X	X
1.5 World Cultures, History and Society	Perform and discuss works from different periods of history	X	X	X	X