

Cliffside Park Public Schools

Adopted: 8/18

NJSLs PERFORMING ARTS: BAND GRADES 5 & 6

	September	October	November	December	January	February	March	April	May	June
GRADES 5 & 6 TOPICS	<p>Introduction to Band:</p> <p>Identify and choose instrument</p> <p>Getting to Know Your Instrument:</p> <p>Care and assembly of instrument</p> <p>Learn correct playing techniques</p>	<p>Beginning to Read Music:</p> <p>Identify the elements of music (texture, harmony, melody, and rhythm) in response to aural prompts and printed music notational systems.</p>	<p>Celebrating Holidays Through Music:</p> <p>To explore different holiday celebrations through music.</p>	<p>Expanding Our Repertoire</p> <p>To learn additional notes and rhythmic patterns</p> <p>Practice reading and playing new songs; explore methods through exercises</p>	<p>Bringing It all Together: Spring Concert</p> <p>To listen to and choose songs for incorporation in production</p> <p>To read music for new songs; practice concert performance</p> <p>To decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions</p> <p>To perform in a group with expressive qualities appropriately aligned with the stylistic characteristics of genre.</p>			<p>Replay</p> <p>A review of music and songs learned throughout the year.</p> <p>To evaluate performance and set goals</p>		
ACTIVITIES	<p>Disassemble and reassemble instrument</p> <p>Listen to the different sounds of different instruments</p>	<p>Listen to portions of various, well-known songs; identify similar melodic patterns</p> <p>Identify simple notes</p> <p>Count beats</p>	<p>Learn songs for different holidays</p> <p>Read notes and count beats.</p>	<p>Practice reading and playing new songs; explore methods through exercises</p>	<p>Practice reading music and identify rhythm patterns to be able to play from memory.</p> <p>Construct a list of proper rehearsal procedures as a class as well as a timeline for rehearsals to concert performance.</p>			<p>Using a self-assessment tool such as a rubric, students will evaluate their knowledge about instruments, reading music and band</p>		
RESOURCES	<p><i>Accent on Achievement Book 1</i></p> <p>Accompanying CD</p>	<p>Handouts: Note Reading</p> <p><i>Accent on Achievement Book 1</i></p>	<p><i>Accent on Achievement Book 1</i></p>	<p>Handouts: Note Reading</p> <p><i>Accent on Achievement Book 1</i></p>	<p>Concert Songs</p> <p><i>Accent on Achievement Book 1</i></p>			<p><i>Accent on Achievement Book 1</i></p>		
NJSLs	<p>1.1.5.B.4</p> <p>1.3.5.B.3</p>	<p>1.1.5.B.1</p>	<p>1.1.5.B.1</p> <p>1.2.5.A.1</p> <p>1.3.5.B.1</p> <p>1.3.5.B.4</p>	<p>1.1.5.B.1</p> <p>1.2.5.A.1</p>	<p>1.3.5.B.4</p> <p>1.3.5.B.1</p>			<p>1.4.5.A.2</p> <p>1.4.5.B.2</p>		

NJ Department of Education 2009, National Coalition of Core arts Standards 2014

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
Students are encouraged to lead their section.	ELL students are paired with students who are able to translate.	Repetition issued for students who need support to allow them to understand and absorb more challenging material.	
Students are given the opportunity to be soloists in class.	Connections are made to music terminology for Italian and Spanish	Smart board technology for song lyrics to help students focus on a central location and follow the conductor.	