



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 5/6 **SUBJECT: Band**

5th & 6th Grade Band Students meet once a week for the entire school year where students learn beginning and intermediate skills on woodwind, brass, and percussion instruments. Students in Band study and perform music of a beginning and intermediate level with emphasis on developing technical ability, characteristic tonality, and knowledge of phrasing. Performances are culminating experiences without equivalent substitutes.

Subject Name: Band

NJSLS Standards:

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. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.

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.

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

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



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Marking Periods 1/2

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
How can I improve my musical skills through performance in band?	Notes Rhythms Tone Quality Intonation Syncopated Blending	-Assemble instrument properly -Practice breathing techniques -Place fingers on keys/valves -Hold sticks/mallets properly -1st 5 notes -1st types of sticking patterns Cheer 1 Cheer 2 Hey Song	Class Performance: 1. Pass offs 2. Notation quizzes 3. Participation Teacher Observations	Select Music and technical exercises: Bb, Eb, F major scales and arpeggios <u>Standard of Excellence Book 1, Rubber Band Arrangements, Basic Band Warmups, Assorted Concert Music Instrument</u> Music stand Other tools: sticks, tuner, metronome, fingering charts, etc



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Marking Periods 3/4

Essential Questions	Content	Instructional Procedures	Assessment	Core Instructional Materials
<p>How can I improve my musical skills through performance in band?</p>	<p>Notes Rhythms Tone Quality Intonation Syncopated Blending</p>	<p>-Assemble instrument properly -Practice breathing techniques -Place fingers on keys/valves -Hold sticks/mallets properly -1st 5 notes -1st types of sticking patterns Cheer 1 Cheer 2 Hey Song</p>	<p>Class Performance: 4. Pass offs 5. Notation quizzes 6. Participation Teacher Observations</p>	<p>Select Music and technical exercises: Bb, Eb, F major scales and arpeggios <u>Standard of Excellence Book 1, Rubber Band Arrangements, Basic Band Warmups, Assorted Concert Music</u> Instrument Music stand Other tools: sticks, tuner, metronome, fingering charts, etc</p>



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Integration of 21st Century Standards NJSL 9:

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

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.



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English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Speak and display terminology and movement● Teacher modeling● Peer modeling● Develop and post routines● Label classroom materials● Word walls● Check for understanding of directions● Use posters with directions written in pictures in all languages● Seat students close to the teacher.	<ul style="list-style-type: none">● Utilize modifications & accommodations delineated in the student's IEP● Work with paraprofessional● Work with a partner● Provide concrete examples and relate all new assignments to previously learned tasks● Solidify and refine concepts through repetition.● Provide extended time.● Repeat directions● Check for understanding of	<ul style="list-style-type: none">● Using visual demonstrations, illustrations● Give directions/instructions verbally and in simple written format.● Peer Support● Increase one on one time● Teachers may modify instructions by modeling what the student is expected to do● Instructions may be printed out in large print and hand	<ul style="list-style-type: none">● Curriculum compacting● Inquiry-based instruction● Higher order thinking skills● Adjusting the pace of lessons● Interest based content● Real world scenarios● Student Driven Instruction● Room for Artistic Choices● Elevated Technique Complexity● Additional Projects● Adaptation of requirements



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Incorporate visuals: graphic organizers, gestures, props	directions		
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		<p>expectations and make adjustments for personal space or other behaviors as needed.</p> <ul style="list-style-type: none"> • Oral prompts can be given. 	<ul style="list-style-type: none"> • Elevated Technique Complexity • Additional Projects • Adaptation of requirements
<p>Interdisciplinary Connections:</p> <p>ELA - NJSL/ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 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.</p> <p>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.</p>			



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Social Studies:

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Math:

NJSLS M.K.CC.A Know number names and the count sequence.

Integration of Technology Standards NJSLS 8:

8.2.2.A.1 Define products produced as a result of technology or of nature.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and materials needed.

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

8.2.2.E.1 List and demonstrate the steps to an everyday task.



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Career Ready Practices:

CRP1.

Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with

reason. **CRP6.** Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.