

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	2 Days
Unit II:	Breathing, Posture and Tone Production	3 Days
Unit III:	Reading and Performing Beginning Pitches	3 Days
Unit IV:	Reading and Performing Beginning Rhythms	3 Days
Unit V:	Reading and Performing Simple Melodies	6 Days
Unit VI:	Ensemble Music	11 Days
Unit VII:	Public Performances and Concerts/ Concert Etiquette	8 Days
Unit VIII:	Critique and Reflection	4 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit I: Care and Maintenance

Essential Question: Why is it important to know and follow the proper care of instruments?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Instrument Contract & Knowing Your Instrument Worksheet</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Label and identify the different part of their chosen musical instrument, including, but limited to the mouthpiece, body, upper joint, lower joint, neck, head, slide, valve, etc. 	<ul style="list-style-type: none"> Know Your Instrument Worksheet Instrument Contract Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Cork Grease, Valve Oil, Reeds, Cleaning Swabs 	<p>Written Assessment</p> <p>Student Demonstration and Assessment of Instrument Care Rubric</p> <p>Student Self Assessment</p> <p>Instant Feedback</p>
1 day	1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Proper Assembly, Care & Storage</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to prepare chosen instrument for performance. Properly use clothes to clean body of instrument. Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument. 	<ul style="list-style-type: none"> Instrument Contract Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Cork Grease, Valve Oil, Reeds, Cleaning Swabs 	<p>Written Assessment</p> <p>Student Demonstration and Assessment of Instrument Care Rubric</p> <p>Student Self Assessment</p> <p>Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit II: Breathing, Posture and Tone Production

Essential Question: Why are the basics of embouchure and tone production important to develop first?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Embouchure, Breathing, Posture & Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to breathe in a manner that produces a characteristic sound on instrument. • Demonstrate the ability to sit with correct posture. • Demonstrate a tone on instrument that is characteristic of instrument. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Student Self Assessment Rubric Instant Feedback Visual Aural Oral

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit III: Reading and Performing Beginning Pitches

Essential Question: Why is it important to memorize the written notation of pitches?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Learn by Rote Demonstration</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to play beginning pitches by repeating pitches after teacher plays pitches. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual
2 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Recognition of Pitch in Notation</p> <p>Objective SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the ability to read and play the written notation of pitches. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit IV: Reading and Performing Beginning Rhythms

Essential Question: Why is it important to memorize the written rhythmic notation?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Learn by Rote Demonstration</p> <p>Objective SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the ability to play beginning rhythms by repeating rhythms after teacher plays rhythms. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual
2 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Recognition of Rhythm in Notation</p> <p>Objective SWBAT:</p> <ul style="list-style-type: none"> Demonstrate the ability to read and play the written notation of rhythms. Demonstrate the ability to play rhythms on learned pitches. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit V: Reading and Performing Simple Melodies

Essential Question: What is a melody?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Learn by Rote Demonstration</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to play simple rhythms and pitches to form a melody by repeating after teacher. 	<p>Name of Resources</p> <ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual
2 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Recognition of Melody, Pitch and Rhythm in Notation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to play simple melodies using learned pitches and rhythms. Demonstrate the ability to read and play the written notation of pitches and rhythms together. 	<p>Name of Resources</p> <ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 3: Reading Simple Melodies Using Learned Pitch and Rhythm</p> <p>Objectives SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to maintain correct posture and breathe support throughout performance of melody. 	<p>Name of Resources</p> <ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Aural Oral Visual

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit VI: Ensemble Music

Essential Question: How does articulation enhance the music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Identifying Ensemble Parts by Playing Pitch and Rhythm Patterns</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Sight read and play chosen music. • Identify and play rhythm patterns in chosen music. • Identify and play melodic patterns (pitch) in chosen music. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual
6 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4	<p>Lesson 2: Identifying and Performing Proper Articulation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Play complete melodic and harmonic lines in music. • Play articulation as written in music, including, but not limited 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral

	<p>1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4</p>	<ul style="list-style-type: none"> • to staccato, legato and slurred. • Play dynamics as written in music, including, but not limited to forte, mezzo-forte, mezzo-piano and piano. 		Visual
<p>3 days</p>	<p>1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5</p>	<p>Lesson 3: Identifying and Performing Proper Dynamic</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to play in an ensemble setting using appropriate etiquette. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher's Manual • Music stands and proper chairs 	<p>Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual</p>

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit VII: Public Performances and Concerts/Concert Etiquette

Essential Question: How does melody, articulation and dynamics shape the musical performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Review and Rehearse Melodic Lines, Articulation and Dynamic of Ensemble Music</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Identify and play melodic patterns in chosen music. • Play complete melodic and harmonic lines in music • Play articulation as written in music, including, but not limited to staccato, legato and slurred. • Play dynamics as written in music, including, but not limited to forte, mezzo-forte, mezzo-piano, & piano. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 2: Review and Practice of Concert Stage Etiquette</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate appropriate ensemble and concert etiquette in the performance of ensemble music. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Teacher Observation Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 4

Unit VIII: Critique and Reflection

Essential Question: What do we learn from critiquing a performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Reviewing Appropriate Descriptive Musical Vocabulary</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances and use appropriate descriptive musical vocabulary to describe performance. 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 2: Composition of Musical Critique and Reflection</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Compose a reflection on their concert experiences. Compose a critique of a concert performed by self, peers, school aged students, collegiate or professional musicians. 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Student Self Assessment Rubric Instant Feedback Student Performance Aural Oral Visual

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	2 Days
Unit II:	Breathing, Posture and Tone Production	3 Days
Unit III:	Review of Reading and Performing Beginning Pitches and rhythms	2 Days
Unit IV:	Reading and Performing Articulation Techniques	4 Days
Unit V:	Reading and Performing Simple Melodies	4 Days
Unit VI:	Reading and Performing Simple Melodies	4 Days
Unit VII:	Ensemble Music	8 Days
Unit VIII:	Public Performances and Concerts/ Concert Etiquette	10 Days
Unit IX:	Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit I: Care and Maintenance

Essential Question: Why does keeping the instrument clean keep us healthy?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.5.A1 1.4.5.B1 1.4.5.B2	<p>Lesson 1: Instrument Contract</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Label and identify the different part of their chosen musical instrument, including, but limited to the mouthpiece, body, upper joint, lower joint, neck, head, slide, valve, etc. 	<ul style="list-style-type: none"> Instrument Contract Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Written Assessment Rubric Self Assessment Instant Feedback
1 day	1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Proper Assembly, Care and Storage</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to prepare chosen instrument for performance. Properly use clothes to clean body of instrument. Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument. 	<ul style="list-style-type: none"> Instrument Contract Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Written Assessment Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit II: Breathing, Posture and Tone Production

Essential Question: Why is a good embouchure and posture important?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Review of Embouchure, Breathing, Posture & Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to breathe in a manner that produces a characteristic sound on instrument. • Demonstrate the ability to sit with correct posture. • Demonstrate a tone on instrument that is characteristic of instrument. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5 Unit III: Review of Reading and Performing Beginning Pitches and Rhythms

Essential Question: How are written notation of pitches and rhythms related to each other?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	Lesson 1: Recognition of Pitch and Rhythm Together in Notation Objectives: SWBAT <ul style="list-style-type: none"> • Demonstrate the ability to play rudimentary pitches and rhythms. • Demonstrate the ability to read and play the written notation of pitches and rhythms together. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands & proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit IV: Reading and Performing Articulation Techniques

Essential Question: How do various styles of articulation enhance music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Learn by Rote Demonstration</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to imitate styles of articulation as played by teacher. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
3 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Recognition and Reading of Articulation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Will instruct students in reading symbols of articulation. Encourage students to perform various styles of articulation. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit V: Reading and Performing Dynamic Markings

Essential Question: How do dynamics shape a piece of music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 1: Learn by Rote Demonstration</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to imitate dynamic level and dynamic changes as played by teacher. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
3 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Recognition and Reading of Dynamic</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognize symbols of dynamic markings. • Demonstrate the ability to read and play the written notation of dynamic markings. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit VI: Reading and Performing Simple Melodies

Essential Question: How does rhythm and pitch increase in difficulty?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	Lesson 1: Recognition of Melody, Pitch and Rhythm in Notation Objective: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to play simple melodies using learned pitches and rhythms. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.5.B1 1.1.5.B2 1.3.5.B1 1.4.5.A1 1.4.5.B1 1.4.5.B2 1.4.5.B3	<p>Lesson 2: Reading Simple Melodies Using Learned Pitches and Rhythm</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to maintain correct posture and breathe support throughout performance of melody. • Demonstrate the ability to play more complex rhythms including but not limited to: quarter notes, eighth notes, and equal rests. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Written Assessment Student Demonstration & Assessment of Instrument Care Rubric Student Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit VII: Ensemble Music

Essential Question: How do we learn to play as an ensemble?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Identifying Ensemble Parts by Playing Pitch and Rhythm Patterns</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Sight read and play chosen music. • Identify and play rhythm patterns in chosen music. • Identify and play melodic patterns (pitch) in chosen music. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Teacher Observation Instant Feedback
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3	<p>Lesson 2: Identifying and Performing Proper Articulation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Play articulation as written in music, including, but not limited to staccato, legato and slurred. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<ul style="list-style-type: none"> Play dynamics as written in music, including, but not limited to forte, mezzo-forte, mezzo-piano, and piano. 		
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	Lesson 3: Identifying and Performing Proper Dynamic Objective: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to play in an ensemble setting using appropriate etiquette. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3	Lesson 4: Identifying Musical Role in Ensemble: Objective: SWBAT Play complete melodic and harmonic lines in music.	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

	1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5			
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BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit VIII: Public Performances and Concerts/Concert Etiquette

Essential Question: Why is concert etiquette important in a performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Review and Rehearse Melodic Lines, Articulation and Dynamic of Ensemble Music</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Identify and play melodic patterns in chosen music. • Play complete melodic and harmonic lines in music. • Play articulation as written in music, including, but not limited to staccato, legato and slurred. • Play dynamics as written in music, including, but not limited to forte, mezzo-forte, mezzo-piano and piano. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.3.5.B3 1.3.5.B4 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	Lesson 2: Review and Practice of Concert Stage Etiquette Objective: SWBAT <ul style="list-style-type: none"> Demonstrate appropriate ensemble and concert etiquette in the performance of ensemble music. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher's Manual Music stands & proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 5

Unit IX: Critique and Reflection

Essential Question: Why is it important to critique your performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1 1.4.5.B2 1.4.5.B3 1.4.5.B4 1.4.5.B5	<p>Lesson 1: Reviewing Appropriate Descriptive Musical Vocabulary</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances and use appropriate descriptive musical vocabulary to describe performance. 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written
2 days	1.1.5.B1 1.1.5.B2 1.2.5.A1 1.2.5.A2 1.2.5.A3 1.3.5.B1 1.4.5.A1 1.4.5.A2 1.4.5.A3 1.4.5.B1	<p>Lesson 2: Composition of Musical Critique and Reflection</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Compose a reflection on their concert experiences. Compose a critique of a concert performed by self, peers, school aged students, 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written

	1.4.5.B2 1.4.5.B3 1.4.5.B.4 1.4.5.B5	collegiate or professional musicians.		
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Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	1 Day
Unit II:	Breathing, Posture and Tone Production	2 Days
Unit III:	Reading and Performing Pitches and Rhythms	6 Days
Unit IV:	Review of Reading and Performing Articulation Techniques	2 Days
Unit V:	Review of Reading and Performing Dynamic Markings	2 Days
Unit VI:	Review of Reading and Performing Simple Melodies	4 Days
Unit VII:	Ensemble Music	10 Days
Unit VIII:	Public Performances and Concerts/ Concert Etiquette	10 Days
Unit IX:	Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit I: Care and Maintenance

Essential Question: How do we avoid damaging an instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2 1.4.8.B3	<p>Lesson 1: Instrument Contract, Proper Assembly, Care and Storage</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Label and identify the different part of their chosen musical instrument. • Demonstrate the ability to prepare chosen instrument for performance. • Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument. 	<ul style="list-style-type: none"> • Instrument Contract • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit II: Breathing, Posture and Tone Production

Essential Question: How would you teach proper breath support and tone production to another student?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.3.8.B1 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review of Embouchure, Breathing, Posture & Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to breathe in a manner that produces a characteristic sound on instrument. • Demonstrate the ability to sit with correct posture. • Demonstrate a tone on instrument that is characteristic of instrument. • Demonstrate the ability to teach others the proper techniques for breath support, tone production, embouchure, and posture. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit III: Reading and Performing Pitches and Rhythms

Essential Question: Why are scales important to develop in learning to play an instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 1: Review of Pitch and Rhythm Together in Notation Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Pitches in Scalar Patterns Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate the ability to read and perform pitches in scalar patterns in at least 3 major keys, in ranges appropriate for instrument and ability. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Recognition and Performance of Rhythm Patterns</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Play rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, and dotted quarter notes, and their corresponding rests. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit IV: Review of Reading and Performing Articulation Techniques

Essential Question: Why do we learn scales using various styles of articulation?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Recognition & Reading of Articulation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognize symbols of various styles of articulation. • Demonstrate the ability to read and play the written notation of articulation styles. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Articulation Styles in Scales and Rhythm Patterns</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to play scales and rhythmic patterns with various styles of articulation. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit V: Review of Reading and Performing Dynamic Markings

Essential Question: How do dynamics shape the music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Recognition and Reading of Dynamic</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognize symbols of dynamic markings. • Demonstrate the ability to read and play the written notation of dynamic markings. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Incorporation of Dynamics</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Incorporate dynamic changes with articulation, scales, and rhythmic patterns. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit VI: Review of Reading and Performing Simple Melodies

Essential Question: Why is proper breath support and posture important in playing an instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Recognition of Melody, Pitch and Rhythm in Notation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to maintain correct posture and breathe support throughout performance of melody. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Reading Simple Melodies Using Learned Pitches and Rhythm Objectives: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to play melodies in both dupe and triple meter, and as solos, duets, and in small ensembles. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Student Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit VII: Ensemble Music

Essential Question: What are harmonic and melodic lines?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Identifying Ensemble Parts by Playing Pitch and Rhythm Patterns</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Sight read and play chosen music. • Identify and play rhythm patterns in chosen music. • Identify and play melodic patterns (pitch) in chosen music. • Play complete melodic and harmonic lines in music. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2	<p>Lesson 2: Identifying and Performing Proper Articulation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Play articulation as written in music, using styles indicated in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2			
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	Lesson 3: Identifying and Performing Proper Dynamic Objective: SWBAT <ul style="list-style-type: none"> • Play dynamics as written in music, using styles indicated in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

<p>2 days</p>	<p>1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2</p>	<p>Lesson 4: Identifying Musical Role in Ensemble:</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to play in an ensemble setting using appropriate etiquette. <p>Demonstrate the ability to play in both small and large group ensembles.</p>	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
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BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit VIII: Public Performances and Concerts/Concert Etiquette

Essential Question: What is proper concert etiquette?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review and Rehearse Melodic Lines, Articulation and Dynamic of Ensemble Music</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Identify and play melodic patterns in chosen music. • Perform complete melodic and harmonic lines in music. • Perform articulation as written in music, using styles indicated in previous units of study. • Perform dynamics as written in music, using styles indicated in previous units of study. • Perform chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	Lesson 2: Review and Practice of Concert Stage Etiquette Objective: SWBAT <ul style="list-style-type: none"> • Perform chosen instrument in musical ensemble in concert performance. • Demonstrate appropriate ensemble and concert etiquette. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 6

Unit IX: Critique and Reflection

Essential Question: How does critiquing our performance help us improve?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	<p>Lesson 1: Reviewing Appropriate Descriptive Musical Vocabulary</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate appropriate behavior while attending concert performances and use appropriate descriptive musical vocabulary to describe performance. 	<ul style="list-style-type: none"> • School funding for student concert tickets • School transportation • Recorded Concerts (CD, DVD, Video) • Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4	<p>Lesson 2: Composition of Musical Critique and Reflection</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Compose a reflection on their concert experiences. • Compose a critique of a concert performed by peers or professional musicians. 	<ul style="list-style-type: none"> • School funding for student concert tickets • School transportation • Recorded Concerts (CD, DVD, Video) • Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written

	1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3				
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Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	1 Day
Unit II:	Review of Proper Playing Position	2 Days
Unit III:	Reading and Performing Pitches and Rhythms	6 Days
Unit IV:	Review of Reading and Performing Articulation Techniques	2 Days
Unit V:	Review of Reading and Performing Dynamic Markings	2 Days
Unit VI:	Review of Reading and Performing Simple Melodies	4 Days
Unit VII:	Ensemble Music	10 Days
Unit VIII:	Public Performances and Concerts/ Concert Etiquette	10 Days
Unit IX:	Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit I: Care and Maintenance

Essential Question: Why is it important to review the proper care of an instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 1: Instrument Contract, Proper Assembly, Care and Storage Objective: SWBAT <ul style="list-style-type: none"> • Label and identify the different part of their chosen musical instrument. • Demonstrate the ability to prepare chosen instrument for performance. • Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument. 	<ul style="list-style-type: none"> • Instrument Contract • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit II: Review of Proper Playing Position

Essential Question: Why is it important to review proper embouchure, breath control, tone production and posture?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.3.8.B1 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review of Embouchure, Breathing, Posture and Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to breathe in a manner that produces a characteristic sound on instrument. • Demonstrate the ability to sit with correct posture. • Demonstrate a tone on instrument that is characteristic of instrument. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 day	1.3.8.B1 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Assessment of Proper Playing Position</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Complete with accuracy an assessment of proper playing position. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit III: Reading and Performing Pitches and Rhythms

Essential Question: What note values and rests have been learned so far?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 1: Review of Pitch and Rhythm Together in Notation Objective: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to read and play the written notation of pitches and rhythms together. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Pitches in Scalar Patterns Objective: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to read and perform pitches in scalar patterns in at least 6 major keys, in ranges appropriate for instrument and ability. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 3: Recognition and Performance of Rhythm Patterns Objective: SWBAT <ul style="list-style-type: none"> Play rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes and dotted quarter notes, and their corresponding rests. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands & proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit IV: Review of Reading and Performing Articulation Techniques

Essential Question: What are some of the articulation styles that are played?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Recognition & Reading of Articulation</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognize symbols of various styles of articulation. • Demonstrate the ability to read, sightread and play the written notation of articulation styles. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Articulation Styles in Scales and Rhythm Patterns</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to play scales and rhythmic patterns with various styles of articulation. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit V: Review of Reading and Performing Dynamic Markings

Essential Question: What are some of the various dynamic markings that are used in the music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Recognition and Reading of Dynamic</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate the ability to recognize symbols of dynamic markings. Demonstrate the ability to read, sightread and perform dynamic markings such as pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, diminuendo and sforzando. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Incorporation of Dynamics</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Incorporate dynamic changes with articulation, scales, and rhythmic patterns. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit VI: Review of Reading and Performing Simple Melodies

Essential Question: What are the differences and similarities when playing as a soloist, duet or small ensemble?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Reading Melodies Using Learned Pitches and Rhythm</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to maintain correct posture and breathe support throughout performance of melody. • Demonstrate the ability to play melodies in both duple and triple meter, in various keys, and incorporate scalar and rhythmic patterns learned in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Performing: Solo, Duet, Small Ensemble Objectives: SWBAT <ul style="list-style-type: none"> • Perform as soloists, in duets, and in small ensembles in front of an audience of peers. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Written Assessment Rubric Student Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit VII: Ensemble Music

Essential Question: What do we look for in sight reading music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Performing and Intonation, Balance and Rhythm</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Sight read and play chosen music. • Identify and play rhythm patterns in chosen music. • Identify and play melodic patterns (pitch) in chosen music. • Develop intonation, rhythm, and balance skills. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2	<p>Lesson 2: Identifying and Performing Proper Articulation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Play articulation as written in music, using styles indicated in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
	1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2			
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	Lesson 3: Identifying and Performing Proper Dynamic Objective: SWBAT <ul style="list-style-type: none"> Play dynamics as written in music, using styles indicated in previous units of study. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1	Lesson 4: Identifying Musical Role in Ensemble: Objective: SWBAT <ul style="list-style-type: none"> Demonstrate the ability to play in an ensemble setting using appropriate etiquette. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

	<ul style="list-style-type: none"> 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 	<ul style="list-style-type: none"> • Demonstrate the ability to play in both small and large group ensembles. 	
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BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit VIII: Public Performances and Concerts/Concert Etiquette

Essential Question: How do we prepare for a performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Rehearsal: Playing Stylistically Correct</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Utilize all skills learned in previous units including, but not limited pitch performance, scalar patterns, rhythms, rhythmic patterns, dynamics, articulation, intonation and balance. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	Lesson 2: Practice of Concert Stage Etiquette Objective: SWBAT <ul style="list-style-type: none"> ● Demonstrate appropriate ensemble and concert etiquette. 	<ul style="list-style-type: none"> ● Chosen Instrument ● Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual ● Music stands and proper chairs ● Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 7

Unit IX: Critique and Reflection

Essential Question: What makes an excellent performance?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	Lesson 1: Concert Attendance Objective: SWBAT <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances . 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5	Lesson 2: Composition of Musical Critique and Reflection Objectives: SWBAT <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances. Compare and contrast the technical proficiency of musicians. 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written

	<p>1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3</p>	<ul style="list-style-type: none"> • Reflect on the performance of peer or professional musicians. • Evaluate the judgment of others through the process of critique. 		
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Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	1 Day
Unit II:	Proper Playing Position	2 Days
Unit III:	Reading and Performing Pitches and Rhythms	8 Days
Unit IV:	Musicianship	2 Days
Unit V:	Reading and Performing Simple Melodies	4 Days
Unit VI:	Ensemble Music: Performing Appropriately Graded Music	10 Days
Unit VII:	Public Performances and Concerts/Concert Etiquette	10 Days
Unit VIII:	Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit I: Care and Maintenance

Essential Question: What are the different parts of your instrument and what are their functions?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2 1.4.8.B3	<p>Lesson 1: Instrument Contract, Proper Assembly, Care and Storage</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Label and identify the different part of their chosen musical instrument. • Demonstrate the ability to prepare chosen instrument for performance. • Demonstrate ability to sanitarly put instrument away in a manner that will not damage instrument. • Teach others the necessary care and maintenance required for their instrument. 	<ul style="list-style-type: none"> • Instrument Contract • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit II: Proper Playing Position

Essential Question: How are breath support and correct posture related to each other?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.3.8.B1 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Embouchure, Breathing, Posture and Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to breathe in a manner that produces a characteristic sound on their instrument. Breath should be supported by correct posture and come from student's diaphragm. • Demonstrate the ability to play with correct posture by moving towards the edge of chair, placing both feet flat on the floor and pulling shoulders back, and sitting with back erect. • Demonstrate a tone on instrument that is characteristic of instrument by using the correct embouchure or hand position for the chosen musical instrument and utilizing learned posture and breath support techniques. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.3.8.B1 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Assessment of Proper Playing Position Objectives: SWBAT <ul style="list-style-type: none"> • Complete with accuracy an assessment of proper playing position. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit III: Reading and Performing Pitches and Rhythms

Essential Question: What is a chromatic scale and how does it differ from a major scale?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Review of Pitch and Rhythm Together in Notation</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 2: Pitches in Scalar Patterns</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and perform pitches in scalar patterns in all 9 major keys, in ranges appropriate for instrument and ability. • Perform a chromatic scale at least one octave in a range suited for instrument and ability. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 3: Recognition and Performance of Rhythm Patterns</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Play rhythms and rhythm patterns with note durations including, but not limited to whole notes, half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth-sixteenth notes, triplets and their corresponding rests. 	<ul style="list-style-type: none"> Chosen Instrument Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher's Manual Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit IV: Musicianship

Essential Question: What are musicianship skills?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Incorporating Musicianship Skills</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to read, sightread and perform basic musicianship skills such as articulation and dynamics. • Perform articulations as dictated by method book, including staccato, legato, marcato, slurred, and accented. • Students will perform dynamic markings including pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, diminuendo and sforzando. • Incorporate musicianship skills of dynamics and articulation with learned scales, and rhythmic patterns. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit V: Reading and Performing Simple Melodies

Essential Question: What is duple, triple and compound meter in music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 days	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 1: Performing Melodies in Various Meter Objectives: SWBAT <ul style="list-style-type: none"> • Demonstrate the ability to read and play the written notation of pitches and rhythms together. • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to play melodies in duple, triple and compound meter, in various keys, and incorporate scalar and rhythmic patterns learned in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.B1 1.4.8.B2	Lesson 2: Performing: Solo, Duet, Small Ensemble Objectives: SWBAT <ul style="list-style-type: none"> • Perform as soloists, in duets, and in small ensembles in front of an audience of peers. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Student Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit VI: Ensemble Music: Performing Appropriately Grade Music

Essential Question: What areas in performing need to improve to develop good musicianship?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Performing and Intonation, Balance and Rhythm</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Sight read and play chosen music. • Identify and play rhythm patterns in chosen music. • Identify and play melodic patterns (pitch) in chosen music. • Develop intonation, rhythm, melody, harmony and balance skills. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
3 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.4.8.A1	<p>Lesson 2: Implementing Musicianship</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Play articulation as written in music, using styles indicated in previous units of study. • Play dynamics as written in music, using styles indicated in previous 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>

	<p>1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2</p>	<p>units of study.</p>		
<p>3 days</p>		<p>Lesson 3: Identifying Musical Role in Ensemble:</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to play in an ensemble setting using appropriate etiquette. • Demonstrate the ability to play in both small and large group ensembles. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher's Manual • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit VII: Public Performances and Concerts/Concert Etiquette

Essential Question: How has the performance and skill level changed from grade 4 to grade 8?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
9 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	<p>Lesson 1: Rehearsal: Playing Stylistically Correct</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Utilize all skills learned in previous units including, but not limited pitch performance, scalar patterns, rhythms, rhythmic patterns, dynamics, articulation, intonation, balance and musicianship. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.3.8.B1 1.3.8.B2 1.3.8.B3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2	Lesson 2: Practice of Concert Stage Etiquette Objective: SWBAT <ul style="list-style-type: none"> • Demonstrate appropriate ensemble and concert etiquette. 	<ul style="list-style-type: none"> • Chosen Instrument • Belwin First Division Band, Essential Elements, or Rubank Method Book and Teacher 's Manual • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

BRIDGETON PUBLIC SCHOOLS
 INSTRUMENTAL MUSIC
 PACING CHART/CURRICULUM MAP

Course: Elementary Instrumental, Grade 8

Unit VIII: Critique and Reflection

Essential Question: How does the art of critiquing make one a better musician?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5 1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	<p>Lesson 1: Concert Attendance</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances . 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written
2 days	1.1.8.B1 1.1.8.B2 1.2.8.A1 1.2.8.A2 1.2.8.A3 1.4.8.A1 1.4.8.A2 1.4.8.A3 1.4.8.A4 1.4.8.A5	<p>Lesson 2: Composition of Musical Critique and Reflection</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> Demonstrate appropriate behavior while attending concert performances. Compare and contrast the technical proficiency of musicians both orally and in 	<ul style="list-style-type: none"> School funding for student concert tickets School transportation Recorded Concerts (CD, DVD, Video) Composition Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback Written

	1.4.8.A6 1.4.8.A7 1.4.8.B1 1.4.8.B2 1.4.8.B3	writing. <ul style="list-style-type: none"> • Reflect on the performance of peer or professional musicians. • Evaluate the judgment of others through the process of critique. 		
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