

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	2 Day
Unit II:	Posture and Tone Production	3 Days
Unit III:	Reading and Performing Basic Pitches and Rhythmic Patterns	3 Days
Unit IV:	Reading and Performing Basic Rhythmic Patterns	3 Days
Unit V:	Reading and Performing Simple Melodies	6 Days
Unit VI:	Learning to Play Appropriately Graded Music	10 Days
Unit VII:	Public Performances, Concerts and Concert Etiquette	10 Days
Unit VIII:	Performance Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, 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	1.1.5.B.1 1.4.5.A.1	Lesson 1: Meet Your Instrument Objective(s) SWBAT <ul style="list-style-type: none"> • Identify and name his or her chosen instrument and all of its respective parts • Aurally describe how to care for and maintain his or her instrument 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Aural Assessment
1 Day	1.1.5.B.1 1.4.5.A.1	Lesson 2: Care For Your Instrument Objective(s) SWBAT <ul style="list-style-type: none"> • Label the parts of his or her instrument on an instrument chart • Store and care for their instrument properly 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit II: Posture and Tone Production

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.5.B.1 1.4.5.A.1	Lesson 1: Introduction of Proper Posture Objective(s) SWBAT <ul style="list-style-type: none"> • Demonstrate proper posture while playing a string instrument while both seated and standing. • Label the names of the open strings on their instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Aural Assessment
2 Days	1.1.5.B.1 1.4.5.A.1	Lesson 2: Introduction of Proper Bowing and Pizzicato Technique Objective(s) SWBAT <ul style="list-style-type: none"> • Demonstrate proper technique for plucking a sound on a string instrument. • Demonstrate proper technique for bowing a sound on a string instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit III: Reading and Performing Basic Pitches and Rhythmic Patterns

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.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 1: Introduction of Note Reading and Basic Rhythmic Values</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Label and Play Beginning Notes for their instruments reading from the staff and fingering on their instrument. • Read beginning rhythmic patterns both by clapping and playing on their instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Aural Assessment
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 2: Practice and Perform Beginning Notes and Rhythms</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Play simple melodies on their instrument combining newly learned notes and rhythms. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit IV: Reading and Performing Basic Rhythmic Patterns

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.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Note Values and Rhythmic Patterns Objective(s) SWBAT <ul style="list-style-type: none"> • Visually identify quarter notes, whole notes, half notes and their corresponding rests. • Clap and play the beat values of the above notes and rests 	<ul style="list-style-type: none"> • Lesson books • Instrument charts • Rhythm flash cards 	Performance Rubric
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Practice and Perform Beginning Rhythms Objective(s) SWBAT <ul style="list-style-type: none"> • Play beginning rhythms on their instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts • Rhythm flash cards 	Performance Rubric

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit V: Reading and Performing Basic Melodies

Essential Question: What is a melody?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Introduction of Reading Music From the Staff Objective(s) SWBAT <ul style="list-style-type: none"> • Use letter names to identify notes on the staff. • Properly position fingers on strings to produce tones. • Follow a simple 4 measure melody from the staff. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts • Rhythm flash cards 	Performance Rubric
4 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Practice and Perform Beginning Melodies Objective(s) SWBAT <ul style="list-style-type: none"> • Read basic melodies and simple songs from the musical staff. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts • Rhythm flash cards 	Performance Rubric

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 4

Unit VI: Learning to Play Appropriately Graded Music

Essential Question: What is sight reading?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 1: Introduction of the Steps for Successful Sight-Reading.</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Sight-Read simple four measure melodies alone and in groups. • Identify teacher selected rhythmic and melodic patterns before playing begins. • Identify the time signature and key signatures of a new piece of music. 	<ul style="list-style-type: none"> • Lesson books • Teacher Selected Ensemble Music 	Performance Rubric
8 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 2: Practice and Perform Appropriately Graded Ensemble Music.</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Perform together in a group a piece of teacher selected string ensemble music. 	<ul style="list-style-type: none"> • Lesson books • Teacher Selected Ensemble Music 	Performance Rubric

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit VII: Public Performance, Concerts and Concert Etiquette

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
7 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Rehearsal of Ensemble Music Objective(s) SWBAT <ul style="list-style-type: none"> • Identify and perform melodic and rhythmic patterns in ensemble music. • Appropriately execute dynamics in a piece of ensemble music • Appropriately execute proper phrasing and bowing in a piece of ensemble music. 	<ul style="list-style-type: none"> • Lesson books • Teacher selected ensemble music 	Performance Rubric Aural
1 Day	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Review of Proper Stage and Performance Etiquette Objective(s) SWBAT <ul style="list-style-type: none"> • Properly follow a conductor's cues in an ensemble performance. • Properly hold and play chosen instrument in an ensemble performance. 	<ul style="list-style-type: none"> • Lesson books • Teacher selected ensemble music 	Performance Rubric Aural

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 4

Unit VIII: Performance Critique and Reflection

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4	Lesson 1: Review of proper terminology for music critique Objective(s) SWBAT <ul style="list-style-type: none"> • Use appropriate terminology when describing a musical performance. 	<ul style="list-style-type: none"> • Live and Recorded performances (professional and amateur) • Music Journal 	Performance Rubric Aural
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4	Lesson 2: Critique of a Musical Performance Objective(s) SWBAT <ul style="list-style-type: none"> • Compose a critique of a live or recorded performance. 	<ul style="list-style-type: none"> • Live and Recorded performances (professional and amateur) • Music Journal 	Performance Rubric Aural

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	2 Day
Unit II:	Posture and Tone Production	3 Days
Unit III:	Review of Reading and Performing Basic Pitches and Rhythmic Patterns	3 Days
Unit IV:	Basic Bowing Techniques	5 Days
Unit V:	Reading and Performing Progressively Difficult Melodies	4 Days
Unit VI:	Learning to Play Appropriately Graded Music	10 Days
Unit VII:	Public Performances, Concerts and Concert Etiquette	10 Days
Unit VIII:	Performance Critique and Reflection	3 Days
Total Number of Days		40 Days

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL STRINGS
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit I: Care and Maintenance

Essential Question: What are the important steps in caring for an instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.5.B.1 1.4.5.A.1	<p>Lesson 1: Care for Your Instrument</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Identify and name his or her chosen instrument and all of its respective parts. • Aurally describe how to care for and maintain his or her instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	<p>Aural Assessment</p> <p>Written Assessment</p>
1 Day	1.1.5.B.1 1.4.5.A.1	<p>Lesson 2: Tune Your Instrument</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Listen to a two consecutive musical pitches and describe the second pitch as the same as the first, higher then the first or lower than the first. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts • Tuning/Pitch pipe 	<p>Written Assessment</p> <p>Aural Assessment</p>

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit II: Posture and Tone Production

Essential Question: Why is good posture important in playing your instrument?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.5.B.1 1.4.5.A.1	Lesson 1: Review of Proper Posture Objective(s) SWBAT <ul style="list-style-type: none"> • Demonstrate proper posture while playing a string instrument while both seated and standing. • Label the names of the open strings on their instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Aural Assessment
2 Days	1.1.5.B.1 1.4.5.A.1	Lesson 2: Review of Proper Bowing and Pizzicato Technique Objective(s) SWBAT <ul style="list-style-type: none"> • Demonstrate proper technique for plucking a sound on a string instrument. • Demonstrate proper technique for bowing a sound on a string instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5 **Unit III: Review of Reading and Performing Basic Pitches and Rhythmic Patterns**

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
1 Day	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Review of Note Reading and Basic Rhythmic Values Objective(s) SWBAT <ul style="list-style-type: none"> • Label and Play Beginning Notes for their instruments reading from the staff and fingering on their instrument. • Read beginning rhythmic patterns both by clapping and playing on their instrument. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Aural Assessment Written Assessment
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Practice and Perform Beginning Notes and Rhythms Objective(s) SWBAT <ul style="list-style-type: none"> • Play simple melodies on their instrument combining newly learned notes and rhythms. 	<ul style="list-style-type: none"> • Lesson books • Instrument charts 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit IV: Basic Bowing Techniques

Essential Question: What are the different types of bowing techniques?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Basic Bowing Techniques Objective(s) SWBAT <ul style="list-style-type: none"> • Properly hold their bows and put proper pressure on strings when bowing. • Properly demonstrate the correct way to use arco, pizzicato and spiccato bowing techniques. 	<ul style="list-style-type: none"> • Lesson books 	Aural Assessment Written Assessment
3 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Slurring and Musical Phrasing Objective(s) SWBAT <ul style="list-style-type: none"> • Use slurring and phrasing to demonstrate musicality while using arco, pizzicato and spiccato bowing. 	<ul style="list-style-type: none"> • Lesson books 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit V: Reading and Performing Progressively Difficult Melodies

Essential Question: How does the composer increase difficulty in a melody?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.2.5.A.2 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 1: Reinforce Reading Music from the Staff Objective(s) SWBAT <ul style="list-style-type: none"> • Review names of notes on staff. • Play notes on leger lines and spaces. 	<ul style="list-style-type: none"> • Lesson books 	Aural Assessment Written Assessment
3 Days	1.3.5.B.4 1.2.5.A.2 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	Lesson 2: Reading and Performing Melodies of Increasing Difficulty. Objective(s) SWBAT <ul style="list-style-type: none"> • Read and play melodies of increasing difficulty. 	<ul style="list-style-type: none"> • Lesson books • Concert Music 	Written Assessment

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit VI: Learning to Play Appropriately Graded Music

Essential Question: What does one look for before sight reading a piece of music?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.5.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1	<p>Lesson 1: Introduction of the Steps for Successful Sight-Reading.</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Sight-Read simple 4 measure melodies alone and in groups. • Identify teacher selected rhythmic and melodic patterns before playing begins. • Identify the time signature and key signatures of a new piece of music. 	<ul style="list-style-type: none"> • Lesson books • Teacher Selected Ensemble Music 	Performance Rubric
8 Days	1.1.5.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1	<p>Lesson 2: Practice and Perform Appropriately Graded Ensemble Music.</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Perform together in a group a piece of teacher selected string ensemble music. 	<ul style="list-style-type: none"> • Lesson books • Teacher Selected Ensemble Music 	Performance Rubric

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit VII: Public Performance, Concerts and 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.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1	<p>Lesson 1: Rehearsal of Ensemble Music</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Identify and perform melodic and rhythmic patterns in ensemble music. • Appropriately execute dynamics in a piece of ensemble music. • Appropriately execute proper phrasing and bowing in a piece of ensemble music. 	<ul style="list-style-type: none"> • Lesson books • Teacher selected ensemble music 	Performance Rubric Aural
1 Day	1.1.5.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1	<p>Lesson 2: Review of Proper Stage and Performance Etiquette</p> <p>Objective(s) SWBAT</p> <ul style="list-style-type: none"> • Properly follow a conductor's cues in an ensemble performance. • Properly hold and play chosen instrument in an ensemble performance. 	<ul style="list-style-type: none"> • Lesson books • Teacher selected ensemble music 	Performance Rubric Aural

BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP

Course: Elementary Strings, Grade 5

Unit VIII: Performance 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.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4	Lesson 1: Review of proper terminology for music critique Objective(s) SWBAT <ul style="list-style-type: none"> Use appropriate terminology when describing a musical performance. 	<ul style="list-style-type: none"> Live and Recorded performances (professional and amateur) Music Journal 	Performance Rubric Aural
2 Days	1.1.5.B.1 1.1.5.B.2 1.2.5.A.2 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1 1.4.5.B.2 1.4.5.B.3 1.4.5.B.4	Lesson 2: Critique of a Musical Performance Objective(s) SWBAT <ul style="list-style-type: none"> Compose a critique of a live or recorded performance. 	<ul style="list-style-type: none"> Live and Recorded performances (professional and amateur) Music Journal 	Performance Rubric Aural

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	1 Day
Unit II:	Posture and Tone Production	2 Days
Unit III:	Reading, Performing Pitches and Rhythms	6 Days
Unit IV:	Review of Reading and Performing Bowing Techniques	3 Days
Unit V:	Review of Reading and Performing Dynamic Markings	2 Days
Unit VI:	Review of Reading and Performing Simple Melodies	5 Days
Unit VII:	Ensemble Music	9 Days
Unit VIII:	Public Performances and Concerts/Concert Etiquette	9 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 Strings, 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	1.3.8.B.1 1.3.8.B.2	<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 <u>not</u> damage instrument. 	<ul style="list-style-type: none"> • Instrument Contract • Chosen Instrument • Lesson Book • Instrument Chart 	<p>Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback</p>

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 6

Unit II: Posture and Tone Production

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

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.3.8.B.1 1.3.8.B.2	Lesson 1: Review Posture & Tone Production Objectives: SWBAT: <ul style="list-style-type: none"> • 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 • Lesson Book 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 6

Unit III: Reading, 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	1.3.8.B.1 1.3.8.B.2 1.3.8.B.3	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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 Days	1.3.8.B.1 1.3.8.B.2 1.3.8.B.3	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 three major keys, in ranges appropriate for instrument and ability. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands & proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.3.8.B.1 1.3.8.B.2 1.3.8.B.3	<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 Lesson Book Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 6

Unit IV: Review of Reading and Performing Bowing Techniques

Essential Question: What are the different types of bowing symbols?

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 1: Recognition and Reading of Bowing</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to recognize symbols of various styles of bowing. • Demonstrate the ability to read and play the written notation of bowing styles. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
2 Days	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.A.1	<p>Lesson 2: Bowing 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 bowing. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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 Strings, Grade 6

Unit V: Review of Reading and Performing Dynamic Markings

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	1.3.8.B.1 1.3.8.B.2 1.3.8.B.3	Lesson 1: Recognition and Reading of Dynamic Objective: SWBAT <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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 Day	1.3.8.B.1 1.3.8.B.2 1.3.8.B.3	Lesson 2: Incorporation of Dynamics Objectives: SWBAT <ul style="list-style-type: none"> • Incorporate dynamic changes with articulation, scales, and rhythmic patterns. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 6

Unit VI: Review of Reading and Performing Simple Melodies

Essential Question: What is duple and triple meter?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Recognition of Melody, Pitch and Rhythm 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. • Demonstrate the ability to play with a steady sense of time and continuity. • Demonstrate the ability to maintain correct posture throughout the performance of melody. 	<ul style="list-style-type: none"> • Chosen Instrument • Music stands and proper chairs • Lesson Books 	Oral Aural Visual Rubric Self Assessment Instant Feedback

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
4 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 duple and triple meter, and as solos, duets, and in small ensembles. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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 Strings, 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
5 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
1 Day	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 Lesson Book Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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. Demonstrate the ability to play in both small and large group ensembles. 	<ul style="list-style-type: none"> Chosen Instrument Lesson Book Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, 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
8 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Book • 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Books • 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 Strings, Grade 6

Unit IX: Critique and Reflection

Essential Question: How does critiquing a performance help us improve as a musician?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	<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 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback Written</p>
2 Days	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	<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 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback Written</p>

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, Performing Pitches and Rhythms	7 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	5 Days
Unit VII:	Ensemble Music	9 Days
Unit VIII:	Public Performances and Concerts/Concert Etiquette	9 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 Strings, 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	1.3.8.B.1 1.3.8.B.2	<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 • Lesson Book 	<p>Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback</p>

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 7

Unit II: Review of Proper Playing Position

Essential Question: Why is it important to review proper playing position each year?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.3.8.B.1 1.3.8.B.2	Lesson 1: Review of Posture and Tone Production Objectives: SWBAT <ul style="list-style-type: none"> • 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 • Lesson Book 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 Day	1.3.8.B.1 1.3.8.B.2	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 • Lesson Book 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 7

Unit III: Reading, 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Books • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
3 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 at least 6 major keys, in ranges appropriate for instrument and ability. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Books • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 Lesson Books Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Recognition and Reading of Articulation Objectives: SWBAT <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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 Day	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 2: Articulation Styles in Scales and Rhythm Patterns Objective: SWBAT <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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
1 Day	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<p>Lesson 2: Incorporation of Dynamics</p> <p>Objective: SWBAT</p> <ul style="list-style-type: none"> • Incorporate dynamic changes with bowing, scales, and rhythmic patterns. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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 Strings, 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
3 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Reading Melodies Using Learned Pitches and Rhythm 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 maintain correct posture and finger position 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 • Lesson Book • 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Book • 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 Strings, 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
5 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Performing and Intonation, Balance and Rhythm Objectives: SWBAT <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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
1 Day	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 2: Identifying and Performing Proper Articulation Objective: SWBAT <ul style="list-style-type: none"> • Play bowing as written in music, using styles indicated in previous units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
2 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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. • Demonstrate the ability to play in both small and large group ensembles. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, 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
8 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Rehearsal: Playing Stylistically Correct Objectives: SWBAT <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, bowing, intonation and balance. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 ● Lesson Book ● 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 Strings, 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	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	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	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	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. • Reflect on the performance of peer or professional musicians. • Evaluate the judgment of others through the process of critique. 	<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

Scope and Sequence

Chapter #	Title	# of Days
Unit I:	Care and Maintenance	1 Day
Unit II:	Proper Playing Position	2 Days
Unit III:	Reading, Performing Pitches and Rhythms	8 Days
Unit IV:	Musicianship	3 Days
Unit V:	Reading and Performing Simple Melodies	4 Days
Unit VI:	Ensemble Music: Performing Appropriately Grade Music	9 Day
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 Strings: 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	1.3.8.B.1 1.3.8.B.2	<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 • Lesson Book 	<p>Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Self Assessment Instant Feedback</p>

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 8

Unit II: Proper Playing Position

Essential Question: How are correct posture and tone production related to each other?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.3.8.B.1 1.3.8.B.2	<p>Lesson 1: Posture and Tone Production</p> <p>Objectives: SWBAT</p> <ul style="list-style-type: none"> • Demonstrate the ability to produce a characteristic sound on their instrument. • 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 ability to balance the bow, finger and thumb bow placements, arm placement for different string levels, and knowledge of up bow, and down bow. 	<ul style="list-style-type: none"> • Chosen Instrument 	<p>Oral Aural Visual Self Assessment Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	1.3.8.B.1 1.3.8.B.2	<p>Lesson 2: Review and 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 including proper posture and demonstrating the ability to balance the bow, finger and thumb bow placements, arm placement for different string levels, and knowledge of up bow, and down bow. 	<ul style="list-style-type: none"> • Chosen Instrument 	Oral Aural Visual Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 8

Unit III: Reading, 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 Lesson Books Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback
3 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 Lesson Books 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Books • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
PACING CHART/CURRICULUM MAP**

Course: Elementary Strings, Grade 8

Unit IV: Musicianship

Essential Question: What are musicianship skills?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
3 Days	1.1.8.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Incorporating Musicianship Skills Objectives: SWBAT <ul style="list-style-type: none"> • Demonstrate the ability to read, sightread and perform basic musicianship skills such as articulation and dynamics. • Perform bowing 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 • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
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Course: Elementary Strings, 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Books • 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.B.1 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Books • Music stands and proper chairs 	Written Assessment Student Demonstration and Assessment of Instrument Care Rubric Student Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
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Course: Elementary Strings, 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>
3 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	<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 units of study. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands and proper chairs 	<p>Oral Aural Visual Rubric Self Assessment Instant Feedback</p>

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES:	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 Days	1.1.8.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 3: 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. • Demonstrate the ability to play in both small and large group ensembles. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • Music stands and proper chairs 	Oral Aural Visual Rubric Self Assessment Instant Feedback

**BRIDGETON PUBLIC SCHOOLS
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Course: Elementary Strings, 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	Lesson 1: Rehearsal: Playing Stylistically Correct Objectives: SWBAT <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, bowing, intonation, balance and musicianship. • Play chosen instrument in musical ensemble. 	<ul style="list-style-type: none"> • Chosen Instrument • Lesson Book • 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.B.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.1	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 • Lesson Book • Music stands and proper chairs • Appropriately graded ensemble music 	Oral Aural Visual Rubric Self Assessment Instant Feedback

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Course: Elementary Strings, 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	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	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	1.4.8.A.4 1.4.8.A.5 1.4.8.A.6 1.4.8.A.7	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 both orally and in writing. • Reflect on the performance of peer or professional musicians. • Evaluate the judgment of others through the process of critique. 	<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