



E⁴

Excellence through Equity, Engagement, and Environment



Washington Township School District

Course Title: Elementary Band

Grade Level(s): 5th Grade

Duration:	Full Year:	X	Semester:	Marking Period:
Course Description:	Elementary Band is an instrumental music course in which students will learn to create, perform, respond and connect through the performance of woodwind, brass, or percussion instruments. In addition to these units, the following behaviors are inherent in the course: attendance, self and group management skills, practice, self and group discipline, self and group pride, respect for others and respect for equipment, and proper etiquette. Students will attend weekly group lessons and weekly group ensemble rehearsals throughout the duration of the course.			
Grading Procedures:	The students will be administered two district wide assessments, a mid-year and end-of-the-year performance assessment , which will formally measure students' musical ability. The music for the assessment will be distributed 1-2 weeks prior.			
Primary Resources:	Director selected materials			

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by: Mary Bushong

Under the Direction of: Casey Corigliano

Written: August 2021

Revised: _____

BOE Approval: _____

Unit Title: Creating	
Unit Description: Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.	
Indicators: <u>Imagine</u> 1.3C.12novCr.1a - Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. <u>Plan, Make</u> 1.3C.12novCr.2a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <u>Evaluate, Refine</u> 1.3C.12novCr.3a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. 1.3C.12novCr.3b - Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive items. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Demonstrate their ability to assemble the instrument. Produce a good tone. Identify and perform correct pitches with correct fingerings. Identify and perform various rhythm patterns. 	Other Evidence: <ul style="list-style-type: none"> Student reflection Student observation Teacher reflection Teacher observation Teacher lecture Class discussion Student discussion

Benchmarks:

- Students evaluations will be based on their ability to demonstrate the skills mentioned in this unit on an individual basis and teacher observation.
- Rubric-based district wide mid-year assessment.
- Rubric-based district wide end of the year assessment.

Learning Plan**Learning Activities:**

- Rote instruction
- Introduce and review names of pitches and fingerings, names of rhythms and note values
- Teacher demonstration
- Group performance
- Individual performance
- Call and response
- Lecture
- Class Discussion
- Games

Resources:

- Student lesson book
- Director selected band literature
- Various directed selected supplemental materials
- Online resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 1: Generating and conceptualizing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify and analyze ideas and motives concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recall basic concepts for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 2: Organizing and developing ideas.

4.0	Students will be able to: <ul style="list-style-type: none"> • Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Choose and organize melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify melodic and rhythmic ideas that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 3: Refining and completing products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. • Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
3.0	Students will be able to: <ul style="list-style-type: none"> • Identify and edit draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. • State personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
2.0	Students will be able to: <ul style="list-style-type: none"> • Recognize draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

	<ul style="list-style-type: none"> Identify personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Provide supplemental materials. Recommend private instrumental instruction.
Struggling Learners	<ul style="list-style-type: none"> Allot more time for student response. Repeat instructions and demonstrations. Provide differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> Collaborate with ESL teachers for specific modifications when needed. Provide materials in the native language of the student.
Special Needs Learners	<ul style="list-style-type: none"> Provide modifications based on students needs during instructions and assessments. Consult with the special education teacher for recommendations.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections
<p>Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.</p>

Integration of 21 st Century Skills
<p><u>The Arts as Communication</u> Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.</p> <p><u>The Arts as Creative Personal Realization</u> Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.</p> <p><u>The Arts as Culture, History, and Connectors</u> Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.</p> <p><u>The Arts as a Means to Well-Being</u></p>

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Performing	
Unit Description: Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p>	
<p>Indicators:</p> <p><u>Selecting, analyzing, Interpret</u></p> <p>1.3C.12nov.Pr4a - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>1.3C.12nov.Pr4b - Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>1.3C.12nov.Pr4c - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p><u>Rehearse, Evaluate, Refine</u></p> <p>1.3C.12nov.Pr5a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p><u>Present</u></p> <p>1.3C.12nov.Pr6a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b - Demonstrate an awareness of the context of the music through prepared and improvised performances.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. 2. Developing and refining techniques and models or steps needed to create products. 3. Musicians judge performances based on criteria that vary across time, place, and cultures. The context and how a work is present influence the audience response. 4. SEL Enduring Understandings: www.selarts.org 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do performers select repertoire? 2. How do musicians improve the quality of their performance? 3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 4. SEL Essential Questions: www.selarts.org

Assessment Evidence

Performance Tasks:

- Exhibit their knowledge of music notation by interpreting signs and symbols
- Distinguish the difference between a good tone and a bad tone
- Express their thoughts of a performance
- Perform selected material with accuracy
- Participate in small group discussions and performances
- Participate in large group ensemble discussions and performances
- Interpret and follow conductor's gestures

Other Evidence:

- Student reflection
- Student observation
- Teacher reflection
- Teacher observation
- Teacher lecture
- Class discussion
- Student discussion

Benchmarks:

- Students evaluations will be based on their ability to demonstrate the skills mentioned in this unit on an individual basis and teacher observation.
- Rubric-based district wide mid-year assessment.
- Rubric-based district wide end of the year assessment.

Learning Plan

Learning Activities:

- Teacher demonstration, modeling a good tone.
- Explain conducting gestures
- Provide teacher feedback
- Provide opportunity for student feedback'
- Provide opportunity for individual student performance
- Provide opportunity for small group and large group performance

Resources:

- Student lesson book
- Director selected band literature
- Various directed selected supplemental materials
- Online resources

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 4: Selecting, analyzing, and interpreting work.

4.0	Students will be able to: <ul style="list-style-type: none"> Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
3.0	Students will be able to: <ul style="list-style-type: none"> Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, or the technical skill of the individual or ensemble. Understand, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. Recognize expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. Recognize, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances. <p>Recognize expressive qualities in a varied repertoire of music.</p>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
3.0	Students will be able to: <ul style="list-style-type: none"> Use self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.
2.0	Students will be able to: <ul style="list-style-type: none"> Recall self-reflection or peer feedback to refine individual and ensemble performances of a varied repertoire of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 6: Conveying meaning through art.

4.0	Students will be able to: <ul style="list-style-type: none">• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.• Demonstrate an awareness of the context of the music through prepared and improvised performances.
3.0	Students will be able to: <ul style="list-style-type: none">• Understand attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.• Comprehend an awareness of the context of the music through prepared and improvised performances.
2.0	Students will be able to: <ul style="list-style-type: none">• Understand attention to technical accuracy or expressive qualities in prepared or improvised performances of a varied repertoire of music.• Comprehend an awareness of the context of the music through prepared or improvised performances.
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials. • Recommend private instrumental instruction.
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response. • Repeat instructions and demonstrations. • Provide differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modifications when needed. • Provide materials in the native language of the student.
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students needs during instructions and assessments. • Consult with the special education teacher for recommendations.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Responding	
Unit Description: Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products.	
Indicators: <u>Select, Analyze</u> 1.3C.12nov.Re7a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. 1.3C.12nov.Re7b - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. <u>Interpret</u> 1.3C.12nov.Re8a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate). <u>Evaluate</u> 1.3C.12nov.Re9a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> Students will understand that individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e. social, cultural, historical) and how creator(s) or performance(s) manipulate the elements of music. Students will understand that through their use of elements and structures of music, creators and performers can interpret intent and meaning. Students will understand that the personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretations, and established criteria. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Name and describe elements of music that would make the music interesting to them 	Other Evidence: <ul style="list-style-type: none"> Student reflection Student observation

<ul style="list-style-type: none"> Express their thoughts about a piece of music in small group and large group setting. 	<ul style="list-style-type: none"> Teacher reflection Teacher observation Teacher lecture Class discussion Student discussion
Benchmarks: <ul style="list-style-type: none"> Students evaluations will be based on their ability to demonstrate the skills mentioned in this unit on an individual basis and teacher observation. Rubric-based district wide mid-year assessment. Rubric-based district wide end of the year assessment. 	
Learning Plan	
Learning Activities: <ul style="list-style-type: none"> Teacher provide an example of the expectation Group discussion Resources: <ul style="list-style-type: none"> Student lesson book Director selected band literature Various directed selected supplemental materials Online resources 	

Unit Learning Goal and Scale <i>(Level 2.0 reflects a minimal level of proficiency)</i>	
Anchor Standard 7: Perceiving and analyzing products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. Identify how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize some reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. Recognize how knowledge of some context and the use of repetition, similarities, and contrasts inform the response to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 8: Interpreting intent and meaning.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
3.0	Students will be able to: <ul style="list-style-type: none"> Identify interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize interpretations of the expressive intent or meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	Students will be able to: <ul style="list-style-type: none"> Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
3.0	Students will be able to: <ul style="list-style-type: none"> Identify or state the effect of interest, experience, analysis, and context on the evaluation of music.
2.0	Students will be able to: <ul style="list-style-type: none"> Recall the effect of interest, experience, analysis, and context on the evaluation of music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	<ul style="list-style-type: none"> Provide supplemental materials. Recommend private instrumental instruction.
Struggling Learners	<ul style="list-style-type: none"> Allot more time for student response. Repeat instructions and demonstrations. Provide differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> Collaborate with ESL teachers for specific modifications when needed. Provide materials in the native language of the student.
Special Needs Learners	<ul style="list-style-type: none"> Provide modifications based on students needs during instructions and assessments. Consult with the special education teacher for recommendations.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

Unit Title: Connecting	
Unit Description: Relating artistic ideas and work with personal meaning and external context. The aspects of these learning activities may also apply to other units of this curriculum.	
Unit Duration: Ongoing	
Desired Results	
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.	
Indicators: <u>Interconnection</u> 1.3C.12nov.Cn10a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a <u>Interconnection</u> 1.3C.12nov.Cn11a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5b, 1.3A.12nov.Re7a	
Understandings: <i>Students will understand that...</i> <ol style="list-style-type: none"> Students will understand that musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. SEL Enduring Understandings: www.selarts.org 	Essential Questions: <ol style="list-style-type: none"> How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? SEL Essential Questions: www.selarts.org
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Express their thoughts and opinions on what they like about a piece of music. Relate elements of their favorite music to music they are playing in class. Correlate parallels between music and other arts as it fits into their daily life. 	Other Evidence: <ul style="list-style-type: none"> Student reflection Student observation Teacher reflection Teacher observation Teacher lecture Class discussion Student discussion
Benchmarks: <ul style="list-style-type: none"> Students evaluations will be based on their ability to demonstrate the skills mentioned in this unit on an individual basis and teacher observation. Rubric-based district wide mid-year assessment. Rubric-based district wide end of the year assessment. 	

Learning Plan

Learning Activities:

- Teacher lecture
- Group discussion
- Provide various examples of all genres of music
- Students provide musical examples

Resources:

- Student lesson book
- Director selected band literature
- Various directed selected supplemental materials
- Online resources

Unit Learning Goal and Scale (Level 2.0 reflects a minimal level of proficiency)

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
3.0	Students will be able to: <ul style="list-style-type: none"> • State how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understandings.

4.0	Students will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
3.0	Students will be able to: <ul style="list-style-type: none"> • State an understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify an understanding of relationships between music and the other arts, other disciplines, varied context, and daily life.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide supplemental materials. • Recommend private instrumental instruction.
Struggling Learners	<ul style="list-style-type: none"> • Allot more time for student response. • Repeat instructions and demonstrations. • Provide differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> • Collaborate with ESL teachers for specific modifications when needed. • Provide materials in the native language of the student.
Special Needs Learners	<ul style="list-style-type: none"> • Provide modifications based on students needs during instructions and assessments. • Consult with the special education teacher for recommendations.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

Integration of 21st Century Skills

The Arts as Communication

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

The Arts as Creative Personal Realization

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

The Arts as Culture, History, and Connectors

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

The Arts as a Means to Well-Being

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

The Arts as Community Engagement

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.