



West Windsor-Plainsboro Regional School District
Orchestra
Grade 4

Unit 1: Fall Semester

Content Area: Music

Course & Grade Level: Orchestra, Grade 4

Summary & Rationale

Orchestra is an academic subject with its own body of knowledge and skills, which has its unique way of developing critical thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and developed through practicing, critical listening and performing. Orchestra fosters creative growth and cultivates self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and the use of technology. Orchestra provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By teaching students to develop musical abilities in ensemble and solo settings, we provide them with skills that encourage lifelong learning.

Orchestra offers students the opportunity to engage in the process of becoming musicians and connoisseurs of music. As self-learners, students learn to work as a team in creative endeavors, developing the necessary skills and abilities to broaden their perspectives and become lifelong music enthusiasts.

Students will acquire the critical thinking to assess the music they hear and perform, responding with a music vocabulary and an understanding of the creative process. The skills students learn in orchestra will prepare them for future courses in the visual and performing arts as well as other content areas.

Instructors, as well as students when appropriate, will evaluate students' work. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed in distributing grades. Classroom participation is integral to the productivity of the course, and is also included in all grading and evaluations.

The elements of this curriculum are designed to maintain consistency with other courses. The learning objectives, questions and understandings are taught and learned interdependently. Occurring on a regular basis, music education results by connecting all elements.

Recommended Pacing

90 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording.
MU:Cr3.2.E.5a	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.

Performing

MU:Pr4.1.E.5a	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.
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MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The creative concepts and feelings that influence musicians' work emerge from their experiences, contexts, and expressive intents. ● Musicians' selection, interpretation and performance result from their technical knowledge of musical works, comprehension of the creators' intentions, and understanding of historical/cultural contexts. ● Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How do musicians make creative decisions? ● How does understanding the structure and context of musical works inform selection, interpretation and performance? 	

- How does understanding the structure and context of music influence a response?
- How do musicians make meaningful connections to creating, performing, and responding using other arts/disciplines, contexts and life experiences?

Objectives

When **CREATING**, students will know and be able to:

- Create and imitate simple rhythmic bowing patterns and execute the bowings on the D major scale.
- Create and imitate simple melodic ideas based on new notes learned in class (ear training).
- Compose measures of notes based on concepts learned in class, using letter names.
- Compose measures of rhythms based on concepts learned in class, using quarter, half, and rests.
- Write music in standard notation in a legible manner.
- Improvise short rhythmic and melodic passages, as guided by teacher.

When **PERFORMING**, students will know and be able to:

- Understand the process of how to approach a new piece of music.
- Play 0-1-2-3-4 finger pattern (violin/viola).
- Play 0-1-3-4 finger pattern in 1st position (cello).
- Play in 1st and 2nd positions (bass).
- Name and play notes found with above finger patterns on A and D strings.
- Read and play music in 4/4 time signature.
- Identify and play notes and rests of quarter and half duration.
- Apply all above skills to their winter concert repertoire.
- Use musical language to assess own and peer performance.
- Tighten/loosen bow hair and rosin bow.
- Stand and sit with proper posture.
- Hold instrument and bow correctly.
- Play pizzicato.
- Complete research assignments about pieces, composers, history of relevant repertoire.

When **RESPONDING**, students will know and be able to:

- Complete homework questions about historical and social context of music.
- Describe personal experience and goals through participating in performances.

When **CONNECTING**, students will know and be able to:

- Explain the context for their choices when improvising short rhythmic and melodic passages, as guided by teacher.
- Explain the context for their choices when creating and imitating simple rhythmic bowing patterns and execute the bowings on the D major scale.
- Complete research assignments about pieces, composers, history of relevant repertoire.
- Describe personal experience and goals through participating in performances.

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Orchestral Music
- Keyboard
- Digital Recording Device

Unit 2: Spring Semester

Content Area: Music

Course & Grade Level: Orchestra, Grade 4

Summary & Rationale

Orchestra is an academic subject with its own body of knowledge and skills, which has its unique way of developing critical thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and developed through practicing, critical listening and performing. Orchestra fosters creative growth and cultivates self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and the use of technology. Orchestra provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By teaching students to develop musical abilities in ensemble and solo settings, we provide them with skills that encourage lifelong learning.

Orchestra offers students the opportunity to engage in the process of becoming musicians and connoisseurs of music. As self-learners, students learn to work as a team in creative endeavors, developing the necessary skills and abilities to broaden their perspectives and become lifelong music enthusiasts.

Students will acquire the critical thinking to assess the music they hear and perform, responding with a music vocabulary and an understanding of the creative process. The skills students learn in orchestra will prepare them for future courses in the visual and performing arts as well as other content areas.

Instructors, as well as students when appropriate, will evaluate students' work. Most of the assignments and projects are performance based; therefore, preparation and delivery are equally weighed in distributing grades. Classroom participation is integral to the productivity of the course, and is also included in all grading and evaluations.

The elements of this curriculum are designed to maintain consistency with other courses. The learning objectives, questions and understandings are taught and learned interdependently. Occurring on a regular basis, music education results by connecting all elements.

Recommended Pacing

90 Days

National Core Arts Standards

Creating

MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU:Cr2.1.E.5b	Preserve draft compositions and improvisations through standard notation and audio recording.
MU:Cr3.1.E.5a	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

MU:Cr3.2.E.5a	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.
Performing	
MU:Pr4.1.E.5a	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.
MU:Pr4.2.E.5a	Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
MU:Pr4.3.E.5a	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances
MU:Pr5.3.E.5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU:Pr6.1.E.5a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU:Pr6.1.E.5b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
Responding	
MU:Re7.1.E.5a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU:Re7.2.E.5a	Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
MU:Re8.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
MU:Re9.1.E.5a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Connecting	
MU:Cn10.0.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
Technology Standards	
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	

Unit Enduring Understandings

- The creative concepts and feelings that influence musicians' work emerge from their experiences, contexts, and expressive intents.
- Musicians' selection, interpretation and performance result from their technical knowledge of musical works, comprehension of the creators' intentions, and understanding of historical/cultural contexts.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Unit Essential Questions

- How do musicians make creative decisions?
- How does understanding the structure and context of musical works inform selection, interpretation and performance?
- How does understanding the structure and context of music influence a response?
- How do musicians make meaningful connections to creating, performing, and responding using other arts/disciplines, contexts and life experiences?

Objectives

When **CREATING**, students will know and be able to:

- Create and imitate simple rhythmic bowing patterns and execute the bowings on the D major scale.
- Create and imitate simple melodic ideas based on new notes learned in class (ear training).
- Compose measures of notes OR rhythms based on concepts learned in class (using letter names; using quarter, eighth, half, and rests).
- Edit and/or refine composition to combine rhythms, notes, or finger patterns learned in class.
- Write music in standard notation in a legible manner.
- Add expressive markings to existing composition as developmentally appropriate.
- Improvise short rhythmic and melodic passages, as guided by teacher.
- Perform own compositions for teacher and classmates.

When **PERFORMING**, students will know and be able to:

- Understand and apply the process of approaching a new piece of music.
- Play D major scale and appropriate (I - IV 6/4 - V 4/3 - I) arpeggios.
- Accurately and appropriately use the 4th finger (Violin/Viola)
- Play the 0-1-3-4 finger pattern in 4th position, and 1-2-4 pattern in 2nd position (cello).
- Play in 3rd position (bass).
- Name and play notes found with above finger patterns on A, D and G strings.
- Read and play music in 3/4 time signature.
- Identify and play notes and rests of eighth, dotted half, and whole duration.
- Apply all above skills to their spring concert repertoire.
- Understand and play various dynamics and tempo alterations.
- Understand and respond to symbols such as down/up bow, staccato/legato, fermata and repeat signs.
- Use musical language to assess own and peer performance.
- Stand and sit with proper posture.
- Hold instrument and bow correctly.
- Perform expressively using dynamics and beginning articulation.
- Play with good tone quality.

- Play with bow at proper contact point.
- Play with varying bow speeds and bow divisions.
- Perform bow strokes: detache, legato, staccato, four-note slurs, bow lifts.
- Complete research assignments about pieces, composers, history of relevant repertoire.

When RESPONDING, students will know and be able to:

- Think critically about how new technique interacts with repertoire.
- Complete homework questions about historical and social context of music.
- Identify basic structural components (i.e. repeats, D.S., etc.) within a piece of music that give the work meaning.
- Follow a conductor's gestures in regards to tempo and dynamics.
- Watch performance videos and assess technical skill and expressive interpretation.
- Describe personal experience and goals through participating in performances.

When CONNECTING, students will know and be able to:

- Explain the context for their choices when improvising short rhythmic and melodic passages, as guided by teacher.
- Explain the context for their choices when creating and imitating simple rhythmic bowing patterns and execute the bowings on the D major scale.
- Complete research assignments about pieces, composers, history of relevant repertoire.
- Describe personal experience and goals through participating in performances.
- Think critically about how new technique interacts with repertoire.
- Watch performance videos and assess technical skill and expressive interpretation..

Evidence of Learning

Assessment

Teacher observation and performance assessment

Competencies for 21st Century Learners

X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner

Resources

- Orchestral Music
- Keyboard
- Digital Recording Device

Unit 2: Ensemble Skills

Content Area: Music

Course & Grade Level: Chorus, Grade 5

Summary & Rationale

Music is an academic subject with its own special body of knowledge, skills, and unique way of knowing and thinking. It is an integral part of other curricular areas. Music creates a bridge between the school and the community. Musicianship is knowledge-based and is developed through practicing, critical listening, performing, and creating. Music fosters creative growth as well as develops self-confidence and self-discipline. This creative art form allows use of the whole brain and promotes self-expression through performance, composition, and/or the use of technology. It provides many opportunities for all students, at all levels and abilities, to participate and excel while building teamwork. By helping our students to develop their musical abilities in ensemble and solo settings, we are helping to provide them with skills that also encourage lifelong learning.

This course builds upon the foundation established in the general music classroom. Students are given the opportunity to expand their vocal range, improve their head voice, and become more adept at singing in harmony. Aural skill development and open responsiveness to the conductor's cues will engender the student's understanding of their role in the choral ensemble. Students will work collaboratively to perform for peers, parents, and community members. Students will exemplify appropriate concert etiquette both as a performing musician and a member of the audience. Students will recognize how their individual contributions effect the good of the group and work together with their peers to develop the necessary skills and abilities to become lifelong music enthusiasts.

Students will be asked to make objective judgments about music performance, responding with a

vocabulary and an understanding of the creative process. The skills students learn in this course will prepare them for future courses in the visual and performing arts as well as other content areas	
Recommended Pacing	
35 Days	
National Core Arts Standards	
Standard 1.1 - The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
Standard 1.2 - History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
Standard 1.3 - Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art	
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues
Standard 1.4 - Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
Interdisciplinary Standards	
9.1.4.C.1	Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
21st Century Life & Career Standards	
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason

CRP6	Demonstrate creativity and innovation		
Technology Standards			
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		
Instructional Focus			
Unit Enduring Understandings			
<ul style="list-style-type: none"> ● Participation in music and the arts promotes and supports creativity, problem solving ability, discipline, cooperative learning, team building, presentational skill, tolerance, reflection, evaluation, and confidence to attempt other creative endeavors. ● Quality performance increases with meaningful reflection. ● Cooperative activity develops a positive feeling of self ● Individual contribution affects the quality of the group performance. ● The process of creating can be as or more meaningful to the musician as the final product 			
Unit Essential Questions			
<ul style="list-style-type: none"> ● What does a musician gain through by going through the creative process? ● How can our performance yesterday improve our performance tomorrow? ● What is the proper way to prepare for a concert? 			
Objectives			
Students will know and be able to:			
<ul style="list-style-type: none"> ● Watch and respond appropriately to conductor's cues including: <ul style="list-style-type: none"> ● Dynamics ● Tempo ● Articulation and Phrasing ● Breathing ● Entrances and releases including fermatas ● Positively contribute in a large ensemble setting: <ul style="list-style-type: none"> ● Respecting others ● Listening to rehearsal instruction and following procedures ● Actively listen in order to unify the ensemble sound ● Demonstrate proper concert etiquette and decorum: <ul style="list-style-type: none"> ● While entering, exiting, sitting, and standing ● By watching and responding to the conductor ● Appropriate stage presence ● By maintaining an appropriate relationship between performer and audience 			
Evidence of Learning			
Assessment			
Teacher observation and performance assessment			
Competencies for 21st Century Learners			
X	Collaborative Team Member	X	Effective Communicator
X	Globally Aware, Active, & Responsible Student/Citizen	X	Information Literate Researcher
X	Innovative & Practical Problem Solver	X	Self-Directed Learner
Resources			
<ul style="list-style-type: none"> ● Choral Music 			

- Piano
- Websites
- Digital Recording devices