Paulsboro Schools

Curriculum

Gr. 7 Band Cycles

Grade 7

2012-2013

*** For adoption by all regular education programs**
Board Approved: 11-2012
as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

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Curriculum writing team members:
Wendy Stocker

***Greenwich Township Board of Education Representative**

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: Paulsboro Schools are committed to providing all students with the opportunity to foster personal, intellectual, and social growth by fostering creativity through musical performance beyond the limits of language.

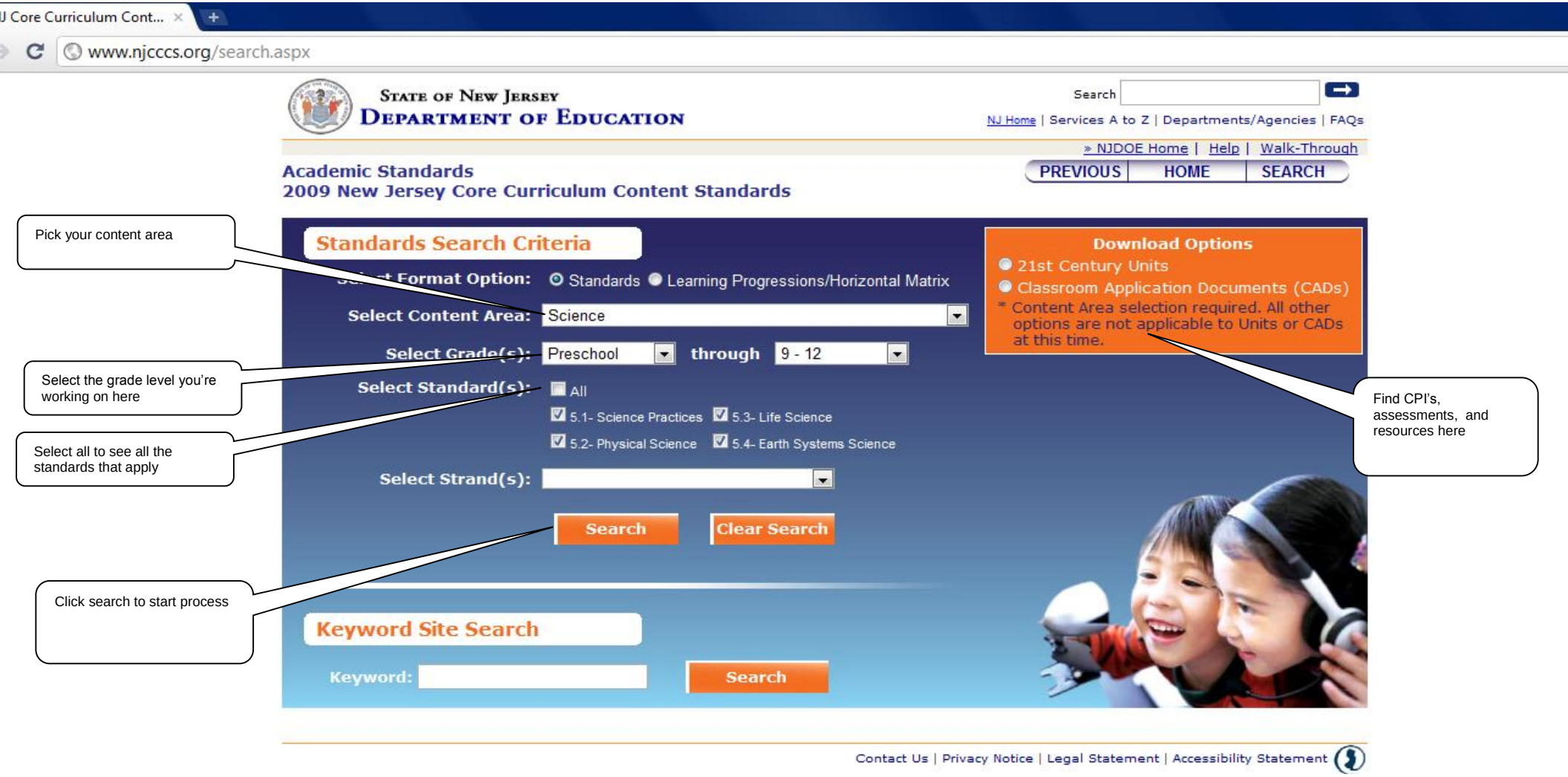
Educational Goals (taken from NJCCCS)

1. **Define and solve artistic problems with insight, reason, and technical proficiency.**
2. **Develop and present basic analysis of works of art from structural, historical, cultural, and aesthetic perspectives.**
3. **Call upon their informed acquaintances with exemplary works of music from a variety of cultures and historical periods.**
4. **Perform independently and in groups with expressive qualities appropriately aligned with stylistic characteristics of the genre.**
5. **Create original music through improvisation or notation using the blues, major, or minor scale.**

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:
http://www.njcccs.org/search.aspx
clicking on this link will take you here:



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New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

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http://www.njcccs.org/search.aspx
The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above
We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	**Science**
Standard	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
Strand	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.

Enduring understanding

Essential Question

Educational goal

end of grade	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

Conceptual understanding

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Instrumental Cycles (one quarter)
Scope and Sequence Map

Quarter 1	
Big Idea: **Ryhthm and Melodic Percussion Instruments**	**Big Idea:** **Introduction to the Wind Band**
Big Idea: **Aesthetic Responses**	**Big Idea:**

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at: http://www.nj.gov/education/aps/cccs/

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

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Curriculum Management System – Big Idea 1

<table>
<tr><td>Subject/ Grade level 7</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="5">Quarter – 1-4
Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:
a. Demonstrate proper posture
b. Demonstrate a relaxed hand and body position
c. Demonstrate the ability to monitor and correct problems with hand and body position
d. Read simple 4/4 rhthyms using quarter, whole, and 8th notes/rests</td><td colspan="2">Big Idea 1 (from scope and sequence map)
Percussion family familiarization</td></tr>
<tr><td colspan="2">Topic: (name of unit)
"Rhythm and Melodic Percussion Instruments"</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
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 music..</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Performance techniques used in different styles and genres of music vary according to prescribed sets of rules.</td></tr>
<tr><td>Essential Questions:
What instruments are in the percussion family

What are the proper playing techniques and tools for percussion instruments

Enduring Understanding:
Posture, and hand position effect tone production.</td><td>Learning Activities:
Accent on Achievement bk. 1
Rhythm compositions

Assessment Models:
Daily performance grade
Performance quizzes
Public performances

Additional resources:</td></tr>
</table>

	Percussion instruments must be struck, scraped, or shaken to produce a tone. **Conceptual Understanding:** Perform independently and in groups with expressive qualities and rhythmic accuracy	Stomp- the movie Vic firth Percussion Bk. 1 Accent on Achievement Mallets 1

Curriculum Management System - Big Idea 2

<table>
<tr><td>Subject/ Grade level 7</td><td colspan="2">Suggested days of instruction 10</td></tr>
<tr><td rowspan="4">Quarter 1-4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

a. Define rhythms and meter in context to assigned exercises
b. Define and demonstrate whole, half, quarter, and eighth note/rest values
c. Define 2/4 and 4/4 meter
d. Define and demonstrate a solo
e. Follow a conductor</td><td colspan="2">Big Idea 2 (from scope and sequence map)
Wind band instruments</td></tr>
<tr><td colspan="2">Topic: (name of unit)
"Introduction to the Wind Band"</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and /or presenting works of art in music.</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)
Understand Western system of notation.

Understand discipline specific arts terminology as component of music literacy.</td></tr>
<tr><td>Essential Questions:
The ability to read and interpret music impacts musical fluency.

Enduring Understanding:
Note/rest values are affected by meter</td><td>Learning Activities:
Clapping/counting exercises
Accent on Achievement p. 5-10
Performing as a unison ensemble
Performing as a soloist</td></tr>
</table>

	Note/rest value length is affected by tempo Articulation gives notes clarity **Conceptual Understanding:** Perform independently and in groups with good tone quality and balance	**Assessment Models:** Daily performance grade Weekly individual quizzes **Additional resources:** Band student mentors Teacher modeling Accent of Achievement bk. 1

Curriculum Management System – Big Idea 3

<table>
<tr><td>Subject/ Grade level 7</td><td colspan="2">Suggested days of instruction 10 (throughout course)</td></tr>
<tr><td rowspan="5">Quarter 1-4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:

a. Identify form of a compostion
b. Analyze the effectiveness of a performance
c. Identify soloists in a compostion</td><td colspan="2">Big Idea 3 (from scope and sequence map)
Aesthetic Responses</td></tr>
<tr><td colspan="2">Topic: (name of unit)
"Assessment Through Observation"</td></tr>
<tr><td colspan="2">Overeaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis</td></tr>
<tr><td colspan="2">Goals: (what the student will be able to do at the end of the unit)
Awareness of basic elements of style and design in music inform the creation of criteria for judging the effectiveness of a given performance.</td></tr>
<tr><td>Essential Questions:
Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Enduring Understanding:
Technique can be improved through self analysis and through the</td><td>Learning Activities:
Clapping/counting exercises
Daily warm ups in method book
Performance repertoire

Assessment Models:
Verbal class/instructor critique</td></tr>
</table>

	observation of great performances **Conceptual Understanding:** Analyze the form, function, craftsmanship, and originality of representative works of music.	**Additional resources:** Senior Band mentors Teacher feedback Class feedback

Curriculum Management System – Big Idea 3

<table>
<tr><td>Subject/ Grade level 7-8</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
a.</td><td colspan="2">Big Idea 3 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)
”</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)
.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td></td><td>Class trips/recaps
Competitions</td></tr>
</table>

Curriculum Management System Big Idea 4

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 4 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 5

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 5 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 6

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 6 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System – Big Idea 7

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 7 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System – Big Idea 8

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 8 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 9

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 9 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 10

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 10 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 11

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 11 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 12

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 12 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 13

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 13 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 14

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 14 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 15

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 15 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Curriculum Management System Big Idea 16

<table>
<tr><td>Subject/ Grade level</td><td colspan="2">Suggested days of instruction</td></tr>
<tr><td rowspan="5">Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators
Taken from CPI’s in NJCCCS standards
http://www.nj.gov/education/aps/cccs/
The student will be able to:</td><td colspan="2">Big Idea 16 (from scope and sequence map)</td></tr>
<tr><td colspan="2">Topic: (name of unit)</td></tr>
<tr><td colspan="2">Overaching Goals: (taken from Introduction, Philosophy and educational goals page, pg 4)</td></tr>
<tr><td colspan="2">Goal 1: (what the student will be able to do at the end of the unit)</td></tr>
<tr><td>Essential Questions:

Enduring Understanding:

Conceptual Understanding:</td><td>Learning Activities:

Assessment Models:

Additional resources:</td></tr>
</table>

Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:

1. **Demonstrate proper posture and hand position for their instrument**
2. **Demonstrate the ability to monitor and correct problems with hand and body position**
3. **Demonstrate good breath control**
4. **Demonstrate a correct embouchure**
5. **Define note/rest values in relation to meter**
6. **Define *2*/4; *4*/4 meter**
7. **Perform music with the correct expressive quality.**
8. **Perform music with the correct stylistic interpretation of piece.**
9. **Observe and critique musical performances in regards to technical accuracy and emotional impact of song.**
10. **Recognize form and style of songs**
11. **Identify and classify instruments from the woodwind, brass, and percussion families**