GRADE 5 – Unit 3 Musical Instruments

Board Approval
June 11, 2024 (First Reading) July 9, 2024 (Second Reading)

Unit Overview
In unit 3, students will learn to: ● Identify the sounds and the qualifications of the instruments in each of the families of instruments. They will further identify what characteristics are needed for each family, and will be able to describe how the sound is made and how the pitch is changed. Examples of instrumental sounds will be included in such pieces as "Tocatta and Fugue," "Star Wars Theme," Beethoven Symphony #9, along with a variety of songs from popular music.

Year Long Pacing Guide				
Unit Title	Duration	Related Standards	Learning Goals	Topics and Skills: Student Learning Objectives
Unit 1--Rhythm and Meter	16 lessons	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b	Students will learn basic to complex musical phrases in both duple and triple meters. They will be able to identify the difference between songs that are in duple or triple meter.	● Identify and sing using different vocal registers ● Play a rhythm ostinato. ● Read/ recognize rhythmic passages containing quarter note/rest and eighth notes ● Read, write and recognize rhythmic passages containing sixteenth notes, sixteenth note syncopations, and dotted eighth-sixteenth note phrases.

				● Identify thirty-second notes ● identify aurally presented rhythmic passages
Unit 2--Tonality	16 lessons	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Pr6b	Students will become more "tonally literate" while also learning about good vocal production.	● Identify major, minor, and dorian tonalities within a song ● Identify the resting tone of a tonality ● Sing arpeggiated chords on tonic, dominant, and subdominant within each tonality ● Sing solfege phrases in major, minor, and dorian tonalities.
Unit 3--Musical Instruments	8 lessons	1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.5.Re7b 1.3A.5.Re8a 1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	Students will identify instruments and their functions within various ensembles and genres	● Categorize instruments according to family ● Explore how an instrument or family of instruments affects the mood of a song ● Identify an instrument by sound ● Identify the various parts of instruments ● Know how an instrument makes its sound. ● Reading and following an orchestral score.
Unit 4--Acoustics	7 lessons	1.3A.5.Pr4b 1.3A.5.Pr5a 1.3A.5.Re7a	Students will connect science and music by experimenting with a tuning fork, manipulating string tension, and wind instruments.	● Group work ● Students are given a tuning fork and are required to answer

		1.3A.5.Re7b
		1.3A.5.Cn11
			Students will view videos of sound waves and shock waves, and get a hearing test to hear the highest pitch they can hear.	questions about it.
				● Students will be given the correct answers after exploring
				● 5 more questions and facts about the tuning fork
				  ○ SloMo Guys
				  ○ Dip into water
				● A deeper dive into Sound Waves
				  ○ Mythbusters
				  ○ Space Shuttle
				  ○ Shattering Glass With Voice (Video)
				● Slinky experiment
				● Tuning a string
				● Tuning a wind instrument.

Unit 5–BandLab	17 lessons	1.3A.5.Cr1a 1.3A.5.Cr2a 1.3A.5.Cr2b 1.3A.5.Cr3a 1.3A.5.Cr3b 1.3A.5.Pr4a 1.3A.5.Pr4b 1.3A.5.Pr4c 1.3A.5.Pr4d 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Pr6b 1.3A.5.Re7a 1.3A.5.Re7b 1.3A.5.Re8a	Students will learn to use a free online program to write music. BandLab has over 10,000 prewritten loops designed by musical artists in from Blues to Hip Hop to Electric Dance Music. These loops can be dragged into as many as 16 separate tracks to create music. These tracks can be manipulated by tempo, key and structure. Effects can be applied such as pan effects and echo. The available loops span most instruments as well as manufactured sounds. Students can also have the opportunity to record their own voices and play	● Create a BandLab account ● Browse loops and drag them to tracks. ● Combine tracks to form an 8 bar song. ● Create a layered 32 bar song. ● Submit assignments. ● Extend loops ● Create new tracks. ● Change tempo ● Change keys ● Change time display ● Use the metronome ● Modify Loops ● Cut/Copy/Slice

		1.3A.5.Re9a 1.3A.5.Cn10a 1.3A.5.Cn11a	from MIDI keyboards to enter music.	• Arrange a song with effects • Pan a track from left to right • Solo and mute tracks. • Create a song using ABA form. • Create a drum track to accompany a song. • Create a 64 bar song using layering, modified loops, original drum track, pan and volume effects with the following form: Intro, ABA, Outro.

Grade 5 – Unit 3 Musical Instruments 8 Total Lessons				
Unit Vocabulary				
Reed	Timbre	Woodwind		
Double-Reed	Tuning Slide	Percussion		
Keys	Valve	Strings		
Mouthpiece	Brass	Vibration		

Preparation for College, Careers, and Beyond	
Career Ready Practices	**Personal Financial Literacy (9.1) and** **Career Awareness, Exploration, and Preparation (9.2)**
CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Cross-Curricular Connections						
Interdisciplinary Connections	Technology Integration and Literacy	Climate Change	Amistad Law	Holocaust Law	LGBT & Disabilities Law	Asian Pacific Islander
• Literature connections	*Online links and possible resources for the integration of technology into lessons are embedded within the "Possible Resources and Activities" column for each Topic area.*	•	•	•	•	•

Possible Assessment and Instructional Modifications			
Special Education	At-Risk	Gifted	English Language Learners
All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum. **Possible Modifications/Accommodations** • Extra time on assessments • Use of a graphic organizer • Use of concrete materials and objects (manipulatives)	The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In	• Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments • Alternate assignments/ enrichment assignments	• Continue practicing vocabulary • Choice of test format (multiple-choice, essay, true-false) • Vary test formats • Read directions to student • Provide study guides prior to tests • Clarify test directions, read test questions • Read test passages aloud (for

• Opportunities for cooperative partner work • Assign fewer problems at one time (e.g., assign only odds or evens) • Differentiated center-based small group instruction • If a manipulative is used during instruction, allow its use on a test • Provide reteach pages if necessary • Provide several ways to solve a problem if possible • Provide visual aids and anchor charts • Tiered lessons and assignments • Highlight key directions • Test in alternative site • Use of word processor • Allow for redos/retakes	addition the following may be considered: • Additional time for assignments • Review of directions • Review sessions • Use of mnemonics • Have student restate information • Provision of notes or outlines • Concrete examples • Support auditory presentations with visuals • Use of a study carrel • Assistance in maintaining uncluttered space • Peer or scribe note taking • Space for movement or breaks • Extra visual and verbal cues and prompts • Books on tape • Graphic organizers • Preferential seating • Reduction of distractions • Answers to be dictated • Follow a routine/schedule • Teach time management skills • Agenda book and checklists • Adjusted assignment timelines • Varied reinforcement procedures • Work in progress check • Personalized examples • No penalty for spelling errors or sloppy handwriting	• Provide texts at higher reading level • Extension activities • Pairing direct instruction w/coaching to promote self directed learning	comprehension assessment)

Individualized Learning Opportunities

• Possible independent study and online learning opportunities are embedded within the "Possible Resources and Activities" column for each Topic area.

Possible Assessments

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
● Anecdotal notes during whole group, small group and individual ● Verbal review at the end of class.	● Listening Quiz	●	●

Grade 5 – Unit 3 Musical Instruments 8 Total Lessons			
Topic & # Days	**NJ Visual and Performing Arts Standards**	**Critical Knowledge & Skills**	**Possible Resources & Activities**
Ensemble Exploration 2 Lessons	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students' technical skill. ● 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5Re7a–Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific	**Obj. We are learning to**: ● Identify different instrumentation in various performing ensembles. ● Differentiate among different styles of music. **Anchor Standards:** ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #7: Perceiving and analyzing products. ● Anchor Standard #8: Interpreting intent and meaning ● Anchor Standard #9: Applying criteria to evaluate products. ● Anchor Standard #11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. **Artistic Process** ● Analyzing ● Interpreting **Enduring Understandings:** ● 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. ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by	● Library of songs from classical to modern pop. 　○ Beethoven: Symphony #9 　○ Beethoven: Symphony #5 　○ Ravel: Bolero 　○ Beatles: Day in the Life 　○ Beatles: Penny Lane 　○ Williams: Star Wars 　○ Williams: E.T. 　○ Elfman: Nightmare Before Christmas ● Reading a classical music score ● Discussion about mood and instruments used.

interests, experiences, purposes, or contexts.
- 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context.
- 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
- 1.3A.5.Re9a–Demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.
- 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

analyzing context and how creators or performers manipulate the elements of music.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Questions:
- What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band)
- How do composers/artists use these instruments to create a response?
- How do movie composers use the orchestra to generate mood within a movie?
- How do classical music composers influence film music composers?

Practices:
- Select/Analyze/Interpret
- Discuss
- Read

Suggested Formative Assessment(s):
- Teacher Observation
- Previous knowledge of instruments.
- Option to choose from possible formative assessment list as necessarily

Strings			
1 Lesson	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students' technical skill. ● 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5Re7a–Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. ● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and	**Obj. We are learning to**: ● Identify by sight and sound stringed instruments. ● Compare the different stringed instruments. **Anchor Standards:** ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #7: Perceiving and analyzing products. ● Anchor Standard #8: Interpreting intent and meaning ● 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 understanding. **Artistic Process** ● Analyzing ● Interpreting **Enduring Understandings:** ● 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. ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Questions**: ● What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band) ● How do composers/artists use stringed instruments to elicit a response? ● How do movie composers use the orchestra (dynamics) to generate mood within a movie? **Practices:**	● Library of songs from classical to modern pop. ○ Beethoven: Symphony #9 ○ Beethoven: Symphony #5 ○ Ravel: Bolero ○ Beatles: Day in the Life ○ Beatles: Penny Lane ○ Williams: Star Wars ○ Williams: E.T. ○ Elfman: Nightmare Before Christmas ○ Thank You Scientist: FXMLDER ○ Chicago: 25 or 6 to 4. ○ Queen: Another One Bites the Dust ● Demonstration of violin ● Demonstration of guitar ● Demonstration of electric bass

	explain appropriateness to the context, citing evidence from the elements of music. ● 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	● Select/Analyze/Interpret ● Discuss ● Read **Suggested Formative Assessment(s)**: ● Teacher Observation ● Previous knowledge of instruments. ● Option to choose from possible formative assessment list as necessarily	
Brass 1 Lesson	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students' technical skill. ● 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5Re7a–Demonstrate and explain, citing evidence,	**Obj. We are learning to**: ● Identify by sight and sound brass instruments. ● Compare the different brass instruments. ● How a brass instrument works. **Anchor Standards:** ● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #7: Perceiving and analyzing products. ● Anchor Standard #8: Interpreting intent and meaning ● 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 understanding. **Artistic Process** ● Analyzing ● Interpreting **Enduring Understandings:** ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and	● Library of songs from classical to modern pop. 　○ Beethoven: Symphony #9 　○ Beethoven: Symphony #5 　○ Ravel: Bolero 　○ Beatles: Day in the Life 　○ Beatles: Penny Lane 　○ Williams: Star Wars 　○ Williams: E.T. 　○ Elfman: Nightmare Before Christmas 　○ Thank You Scientist: FXMLDER 　○ Chicago: 25 or 6 to 4. 　○ Queen: Another One Bites the Dust 　○ Rush: YYZ ● Demonstration of trumpet ● Demonstration of trombone

	how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. ● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. ● 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	the context for a performance influence the selection of repertoire. ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Questions**: ● What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band) ● How do composers/artists use brass instruments to elicit a response? ● How do movie composers use the brass instruments to generate mood within a movie? ● How does the addition of brass instruments change the sound of a rock band? ● What vibrates to create the sound on a brass instrument? ● How do the pitches change? **Practices:** ● Select/Analyze/Interpret ● Discuss ● Read **Suggested Formative Assessment(s)**: ● Teacher Observation ● Previous knowledge of instruments. ● Option to choose from possible formative assessment list as necessarily	
Woodwinds 1 lesson	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by	**Obj. We are learning to**: ● Identify by sight and sound brass instruments. ● Compare the different brass instruments. ● How woodwind instruments operate. **Anchor Standards:**	● Library of songs from classical to modern pop. ○ Beethoven: Symphony #9 ○ Beethoven: Symphony #5 ○ Ravel: Bolero ○ Beatles: Day in the Life

	personal interest, knowledge, and context, as well as students' technical skill. ● 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance. ● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation ● 1.3A.5Re7a–Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. ● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.	● Anchor Standard #4: Selecting, analyzing, and interpreting work. ● Anchor Standard #7: Perceiving and analyzing products. ● Anchor Standard #8: Interpreting intent and meaning ● 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 understanding. **Artistic Process** ● Analyzing ● Interpreting **Enduring Understandings:** ● 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. ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Questions**: ● What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band) ● How do composers/artists use brass instruments to elicit a response? ● How do movie composers use the woodwind instruments to generate mood within a movie? ● What vibrates to create the sound on a brass instrument? ● How do the pitches change? ● What are the different types of saxophones? **Practices:**	○ Beatles: Penny Lane ○ Williams: Star Wars ○ Williams: E.T. ○ Elfman: Nightmare Before Christmas ○ Thank You Scientist: FXMLDER ○ Chicago: 25 or 6 to 4. ○ Queen: Another One Bites the Dust ○ Rush: YYZ ● Demonstration of Saxophone ● Demonstration of Flute ● Demonstration of Clarinet

	● 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	● Select/Analyze/Interpret ● Discuss ● Read **Suggested Formative Assessment(s)**: ● Teacher Observation ● Previous knowledge of instruments. ● Option to choose from possible formative assessment list as necessarily	

Percussion
 	
2 Lessons
	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as students' technical skill.
	● 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance.
	● 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation
	● 1.3A.5Re7a–Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific
		Obj. We are learning to:
		● Identify by sight and sound percussion instruments.
		● Compare different percussion instruments
		● Communicate what qualifies as a percussion instrument.
		Anchor Standards:
		● Anchor Standard #4: Selecting, analyzing, and interpreting work.
		● Anchor Standard #7: Perceiving and analyzing products.
		● Anchor Standard #8: Interpreting intent and meaning
		● 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 understanding.
		Artistic Process
		● Analyzing
		● Interpreting
		Enduring Understandings:
		● 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.
			● Library of songs from classical to modern pop.
			  ○ Beethoven: Symphony #9
			  ○ Beethoven: Symphony #5
			  ○ Ravel: Bolero
			  ○ Beatles: Day in the Life
			  ○ Beatles: Penny Lane
			  ○ Williams: Star Wars
			  ○ Williams: E.T.
			  ○ Elfman: Nightmare Before Christmas
			  ○ Thank You Scientist: FXMLDER
			  ○ Chicago: 25 or 6 to 4.
			  ○ Queen: Another One Bites the Dust
			  ○ Rush: YYZ
			● Demonstrations of various percussion instruments.

	interests, experiences, purposes, or contexts. ● 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context. ● 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. ● 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music. ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. **Essential Questions**: ● What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band) ● What are pitched and unpitched percussion instruments ● How do movie composers use percussion to generate mood within a movie? ● What different instruments are in a rock drum kit? **Practices:** ● Select/Analyze/Interpret ● Discuss ● Read **Suggested Formative Assessment(s)**: ● Teacher Observation ● Previous knowledge of instruments. ● Option to choose from possible formative assessment list as necessarily	
Wrap-Up 1 Lesson	● 1.3A.5Pr4a–Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as	**Obj. We are learning to**: ● Identify by sight and sound percussion instruments. ● Compare different percussion instruments ● Communicate what qualifies as a percussion instrument. ● **Anchor Standards:** ● Anchor Standard #4: Selecting, analyzing, and	● Library of songs from classical to modern pop. ○ Beethoven: Symphony #9 ○ Beethoven: Symphony #5 ○ Ravel: Bolero ○ Beatles: Day in the Life ○ Beatles: Penny Lane ○ Williams: Star Wars ○ Williams: E.T.

well as students' technical skill.

- 1.3A.5Pr4b–Demonstrate an understanding of the structure and expanded music concepts in music selected for performance.
- 1.3A.5.Pr4c Analyze selected music by reading and performing using standard notation
- 1.3A.5Re7a–Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5Re7b–Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of elements in music, and context.
- 1.3A.5Re8a–Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
- 1.3A.5.Cn10a–Demonstrate how interests, knowledge, and skills relate to personal

interpreting work.
- Anchor Standard #7: Perceiving and analyzing products.
- Anchor Standard #8: Interpreting intent and meaning
- 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 understanding.

Artistic Process
- Analyzing
- Interpreting

Enduring Understandings:
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context and how creators or performers manipulate the elements of music.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Questions:
- What instruments are used in which ensembles? (Orchestra, Jazz Band, Rock Band)
- What are pitched and unpitched percussion instruments
- How do movie composers use percussion to generate mood within a movie?
- What different instruments are in a rock drum kit?

Practices:
- Select/Analyze/Interpret
- Discuss
- Read

Suggested Formative Assessment(s):

- ○ Elfman: Nightmare Before Christmas
- ○ Thank You Scientist: FXMLDER
- ○ Chicago: 25 or 6 to 4.
- ○ Queen: Another One Bites the Dust
- ○ Rush: YYZ
- Listening Quiz.

	choices and intent when creating, performing, and responding to music. ● 1.3A.5.Cn11a–Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	● Teacher Observation ● Previous knowledge of instruments. ● Option to choose from possible formative assessment list as necessarily	