This curriculum may be modified through varying techniques, strategies, and materials, as per an individual student's Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education at the regular meeting held on 12/5/19.
VISION STATEMENT

Music is an integral part of educating the whole child. Through music, we aim to develop students who appreciate the value and historical significance of music to society, succeed in both present and future school environments, and ultimately excel in life and career.

The National Association for Music Education, in its “Facts and Insights on the Benefits of Music Study,” groups the benefits conveyed by music education as follows:

- **Success in Society** - NAfME espouses the idea that “music is a part of the fabric of our society. The intrinsic value of music for each individual is widely recognized in the many cultures that make up American life — indeed, every human culture uses music to carry forward its ideas and ideals. The importance of music to our economy is without doubt. And the value of music in shaping individual abilities and character are evident.”
- **Success in School and Learning** - The skills taught and reinforced through music education include study skills, communication skills, and cognitive skills. These skills are transferable to every aspect of a child's school experience.
- **Success in Developing Intelligence** - Studies conducted by psychologists and neuroscientists from The University of Toronto, Stanford University, McMaster University, and many other major research institutions confirm that music education improves at least some measures of intelligence.
- **Success in Life** - The arts “instill in students the habits of mind that last a lifetime: critical analysis skills, the ability to deal with ambiguity and to solve problems, perseverance and a drive for excellence. Moreover, the creative skills children develop through the arts carry them toward new ideas, new experiences, and new challenges, not to mention personal satisfaction.”

It is our goal to make music education available to all students, at all levels, using strategies and techniques that will enable each individual to experience music to the fullest extent possible.
MISSION STATEMENT

Orchestra is an ensemble that the students have an opportunity to join, beginning in fourth grade and continuing through their high school careers. This activity is for students who want to expand their creative side, hone their skills on a string instrument, and explore works from a variety of cultures and time periods. Participation in orchestra allows the student to work towards mastery. They have options to create, develop educated opinions, and thrive from the ability to play music. This activity, like the others offered through the music department, offers students an opportunity to use both sides of their brains.

As part of our strings program, students play everything from technical exercises to solos, thus they have the chance to make musical decisions and grow from beginners to accomplished musicians. The orchestra performs at least twice a year, entertaining audiences at both the Winter and Spring Concerts. In addition, groups are often called on to perform at events including CMS graduation, various school and town functions, competitions, and occasionally at more formal venues. Through their lesson groups, the students also work to better themselves in a comfortable and positive learning environment.
Students will be able to:

1. Demonstrate proper care of a musical instrument. This includes the bow, strings, and case.
2. Demonstrate knowledge of safety procedures.
3. Identify the different parts of their instruments.
4. Demonstrate good technique, through proper right/left hand placement and posture.
5. Identify and demonstrate a steady beat.
6. Recognize and explain basic vocabulary that relates to his/her instrument.
7. Identify and demonstrate good intonation.
8. Identify and demonstrate simple time signatures.
9. Identify and perform written music with simple slurs and ties.
10. Demonstrate the ability to perform unison melodies and basic harmonized orchestrations.
11. Participate in offered performance experiences with their instruments.
12. Demonstrate the ability to read written music including conversion of written notes to location on fingerboard, and open string names.
STUDENT PROFICIENCIES

Pre-Playing Abilities
1. Students will be able to keep their instruments safe.
2. Students will be able to identify the names of the different parts of their instruments.
3. Students will be able to identify the pitch and tension of different strings.
4. Students will be able to read their music.
5. Students will demonstrate an awareness of a steady beat (pulse).

Appropriate Posture
1. Students will demonstrate appropriate instrument posture.
2. Students will hold their instruments correctly (right hand).
3. Students will hold their bows correctly (left hand).
4. Students will demonstrate non-tension ways to correctly create sound.

Participation in Solo, Ensemble, and Section Settings
1. Students will perform solos through their homework, and through demonstrations in class.
2. Students will perform regularly in their orchestra ensembles.
3. Students will perform in their sections during their lessons, sectionals and small group rehearsals.
4. Students will act appropriately in their sections to create a team-like atmosphere and positive learning environment.
METHODS OF EVALUATION

1. Teacher observations
2. Student effort and attitude
3. Question and answer activities
4. Home Preparation
5. Class participation
6. Involvement in performance group(s)
7. Attendance at performances
8. Seating Tests
MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

**Special Education**
- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities
● Guided Notes
● Functional learning incorporated into each lesson
● Exploration Activities
● Assessment read aloud
● Small group assessments
● Organizational Support
● Oral questioning assessments to supplement written response
● Pre-writing Structural Supports for extended writing tasks
● Ongoing teacher feedback as part of the writing process
● Interactive Study Guides
● Multi-sensory approach to instruction
● Written and spoken step-by-step directions
● Content-focused assessment (not grading for spelling/grammar)
● Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Gifted & Talented**

● Provide one-to-one teacher support
● Curriculum Compacting
● Advanced problems to extend the critical thinking skills of the advanced learner
● Supplemental reading material for independent study
● Elevated questioning techniques using Webb’s Depth of Knowledge matrix
● Curriculum Compacting
● Flexible grouping
● Tiered assignments
● Topic selection by interest
● Manipulatives
● Tiered Lessons
● Flipped Instruction
● Multimedia Presentations
● Open-ended responses
● Project-based learning
● Group activities
● Guided Notes
● Conclusions and analysis of exploratory activities
● Career based learning incorporated into each lesson
● Exploration Activities
• Student choice

**ELLs**

• Exemplars of varied performance levels
• Multimedia presentations
• Sheltered instruction
• Consultation with ESL teachers
• Manipulatives
• Tiered/Scaffolded Lessons
• Mnemonic devices
• Visual aids
• Modeling
• Guided note-taking
• Study Guides
• Modified homework
• Differentiated pre-typed class notes and example problems
• Individualized instruction plans
• Manipulatives
• Flipped Instruction
• Words banks
• Reduced choice on assessments
• Preferential seating
• Choice activities
• Modified time requirements
• Modified notes
• Modify lesson, assessment and study guide format
• Provide an enriched curriculum and activities
• Contracts/management plans
• Open-ended responses
• Project-based learning
• Group activities
• Guided Notes
• Exploration Activities
• Assessment read aloud
• Small group assessments
• Oral questioning assessments to supplement written response
• Pre-writing Structural Supports for extended writing tasks
• Ongoing teacher feedback as part of the writing process
• Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
● Non-verbal cues to begin task/remain on task/refocus
● Individual monitoring for understanding/reinforced instruction
● Printed copies of class readings for application of Active Reading Strategies

**Students at Risk of Failure**

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies
Unit 1: The D Major Scale

Duration: 3 Weeks then Ongoing

Overview: This unit will allow students to start their mastery of the D Major scale hand position. It consists of note reading, intonation exercises, first and third position, and rhythmic values such as quarter, half, and whole notes.

Standards: 1.1.5.B.1, 1.1.5.B.2, 1.1.8.B.1, 1.1.8.B.2, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.4.5.A.1, 1.4.8.A.1, 1.4.8.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2

Technology: 8.1.5.D.1; 8.1.5.D.2; 8.1.8.D.3

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.1; 9.2.8.B.3


Essential Questions:
- Where is F and C sharp on the instrument?
- Am I in tune?
- How many beats does a quarter/half/whole note receive?
- Where do my fingers go?
- What is the D Major scale?

Student Learning Objectives:
Students will know and be able to:
- Review the D major hand position
- Determine the difference between F sharp and F natural
- Determine the difference between C Sharp and C natural
- Play a two octave D major scale in tune
- Complete all exercises in Essential Elements, Book 1 (For 6th grade only)

Unit 2: The G Major Scale/Syncopation

Duration: 3 Weeks then Ongoing
Overview: This unit will allow students to begin their mastery of the G Major scale hand position. It consists of note reading, intonation exercises, first and third position, and rhythmic values such as eighth notes, sixteenth notes, and syncopated rhythms.

Standards: 1.1.5.B.1, 1.1.5.B.2, 1.1.8.B.1, 1.1.8.B.2, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.4.5.A.1, 1.4.8.A.1, 1.4.8.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2

Technology: 8.1.5.D.1; 8.1.5.D.2; 8.1.8.D.3

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3


Essential Questions:
● Am I in tune?
● How many beats do sixteenth and eighth notes receive?
● Where do my fingers go?
● What is the G Major scale?
● Is my hand position correct?

Student Learning Objectives:
Students will know and be able to:
● Review the G major hand position
● Determine the difference between C Sharp and C natural
● Play a two octave G major scale in tune
● Play exercises from Essential Elements Book 2
● Play all exercises from Suzuki Book 1
● Play orchestral pieces in G and D Major

Unit 3: The C Major Scale

Duration: 3 Weeks then Ongoing

Overview: This unit will allow students to start their mastery of the C Major scale hand position. It consists of note reading, intonation exercises, first and second position, and compound meters.

Standards: 1.1, 1.2, 1.4, 1.1.5.B.1, 1.1.5.B.2, 1.1.8.B.1, 1.1.8.B.2, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.4.5.A.1, 1.4.8.A.1, 1.4.8.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2
Technology: 8.1.5.D.1; 8.1.5.D.2; 8.1.8.D.3

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.3


Essential Questions:
• Am I in tune?
• How many beats do sixteenth and eighth notes receive?
• High or Low second finger? What is the C Major scale?
• Is my hand position correct?
• What is the difference between a sharp and a natural?

Student Learning Objectives:
Students will know and be able to:
• Review the C major hand position
• Play pieces in compound meters
• Play a two octave C major scale in tune
• Play exercises in the second essential elements book
• Play pieces in Suzuki Book #2
• Play orchestral pieces in G, D and C Major
• Play orchestral pieces in cut time

Unit 4: The F Major Scale

Duration: 3 Weeks then Ongoing

Overview: This unit will allow students to start their mastery of the F Major scale hand position. It consists of note reading, intonation exercises, and B flats.

Standards: 1.1, 1.2, 1.4, 1.1.5.B.1, 1.1.5.B.2, 1.1.8.B.1, 1.1.8.B.2, 1.1.8.D.2, 1.2.5.A.1, 1.2.5.A.2, 1.2.5.A.3, 1.2.8.A.2, 1.2.8.A.3, 1.3.5.B.1, 1.3.5.B.2, 1.3.5.B.3, 1.3.5.B.4, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4, 1.4.5.A.1, 1.4.8.A.1, 1.4.8.A.3, 1.4.5.B.1, 1.4.5.B.2, 1.4.5.B.3, 1.4.5.B.4, 1.4.5.B.5, 1.4.8.B.1, 1.4.8.B.2

Technology: 8.1.5.D.1; 8.1.5.D.2; 8.1.8.D.3

21st Century: CRP 1; CRP 2; CRP 4; CRP 6; CRP 7; CRP 8; CRP 11; CRP 12; 9.2.8.B.1; 9.2.8.B.3


Essential Questions:
• Am I in tune?
What is a flat?
Where do my fingers go?
What is the difference between a flat and a sharp?
Is my hand position correct?

Student Learning Objectives:
Students will know and be able to:
- Review the F major hand position
- Play different flats on their instruments
- Play a two octave F major scale in tune
- Play exercises in Essential Elements Book 2 (7th grade only)
- Play orchestral pieces in G, D, C, and F Major
SUGGESTED MATERIALS AND RESOURCES


