

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS  
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary School  
Arts & Technology: Performing Arts*

*Orchestra  
Grade 4*

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## [Course Description and Fundamental Concepts](#)

### **Orchestra Grade 4**

Grade 4 Orchestra is a course that offers any student the opportunity to learn a string instrument (violin, viola, cello or bass). Teaching is adapted to accommodate the needs and abilities of each individual child. All students have the opportunity to try something new and exciting; even students with little or no experience are able to achieve success on their chosen instrument.

Students participate in small-group lessons in which they learn about the intricacies of their particular instrument (covering topics such as instrument care and tone production).

They also participate in large-group rehearsals where they learn about ensemble etiquette and prepare to perform in a spring concert.

Orchestra can be a very enriching experience for the young student, both musically and socially.

### **Fundamental Concepts**

- Instrument Care/Management
- Posture, Position and Bow Hold
- Left Hand Position and Pizzicato
- Bowing and Tone Production
- Rhythm
- Music Literacy
- Aural Skills
- Ensemble Skills

## [New Jersey Student Learning Standards \(NJSLS\)](#)

### Visual and Performing Arts Standards: Music Ensembles

**Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

Standard	Standard Description
1.3C.12nov.Cr1	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

Standard	Standard Description
1.3C.12nov.Cr2	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

**Anchor Standard 3:** Refining and completing products.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3C.12nov.Cr3	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
	b. 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.

**Anchor Standard 4:** Selecting, analyzing, and interpreting work.  
**Enduring Understanding:** 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.  
**Essential Question:** How do performers select repertoire?

Standard	Standard Description
1.3C.12nov.Pr4	a. Select a 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.
	b. Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
	c. Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

**Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.  
**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
**Essential Question:** How do musicians improve the quality of their performance?

Standard	Standard Description
1.3C.12nov.Pr5	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

**Anchor Standard 6:** Conveying meaning through art.  
**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience's response.  
**Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3C.12nov.Pr6	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
	b. Demonstrate an awareness of the context of the music through prepared and improvised performances.

**Anchor Standard 7:** Perceiving and analyzing products.  
**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3C.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

**Anchor Standard 8:** Interpreting intent and meaning.  
**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.  
**Essential Question:** How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3C.12nov.Re8	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

**Anchor Standards 9:** Applying criteria to evaluate products.  
**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.  
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3C.12nov.Cn10	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes:            1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

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

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
1.3C.12nov.Cn11	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes:</i> 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a

### Visual and Performing Arts Standards: Music Harmonizing Instruments

**Anchor Standard 1:** Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question(s):** How do musicians generate creative ideas?

Standard	Standard Description
1.3D.12nov.Cr1	a. Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question(s):** How do musicians make creative decisions?

Standard	Standard Description
1.3D.12nov.Cr2	a. Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

**Anchor Standard 3:** Refining and completing products.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3D.12nov.Cr3	a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
	b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

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

**Enduring Understanding:** 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.

**Essential Question:** How do performers select repertoire?

Standard	Standard Description
1.3D.12nov.Pr4	a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
	b. Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
	c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

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

**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their performance?

Standard	Standard Description
1.3D.12nov.Pr5	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

**Anchor Standard 6:** Conveying meaning through art.  
**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience’s response.  
**Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3D.12nov.Pr6	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.

**Anchor Standard 7:** Perceiving and analyzing products.  
**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3D.12nov.Re7	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
	b. Identify and describe how interest, experiences, and contexts (e.g., personal, social) effect the evaluation of music.

**Anchor Standard 8:** Interpreting intent and meaning.  
**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.  
**Essential Question:** How do we discern the musical creators’ and performers’ expressive intent?

Standard	Standard Description
1.3D.12nov.Re8	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).

**Anchor Standards 9:** Applying criteria to evaluate products.  
**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3D.12nov.Re9	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.  
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
<b>1.3D.12nov.Cn10</b>	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. <i>This Performance Expectation is embedded in the following Artistic Processes:            1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

**Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.  
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
<b>1.3D.12nov.Cn11</b>	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <i>This Performance Expectation is embedded in the following Artistic Processes:            1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>

**Visual and Performing Arts Standards: Music Composition and Theory**

**Anchor Standard 1:** Generating and conceptualizing ideas.  
**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.  
**Essential Question(s):** How do musicians generate creative ideas?

Standard	Standard Description
<b>1.3B.12prof.Cr1</b>	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines

**Anchor Standard 2:** Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question(s):** How do musicians make creative decisions?

Standard	Standard Description
1.3B.12prof.Cr2	a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.
	b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (e.g., one part, cyclical, binary).

**Anchor Standard 3:** Refining and completing products.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

Standard	Standard Description
1.3B.12prof.Cr3	a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions
	b. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

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

**Enduring Understanding:** 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.

**Essential Question:** How do performers select repertoire?

Standard	Standard Description
1.3B.12prof.Pr4	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
	b. Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.
	c. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

**Anchor Standard 5:** Developing and refining techniques and models or steps needed to create products.  
**Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.  
**Essential Question:** How do musicians improve the quality of their performance?

Standard	Standard Description
1.3B.12prof.Pr5	a. Create rehearsal plans for works, identifying repetition and variation within the form.
	b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.
	c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.

**Anchor Standard 6:** Conveying meaning through art.  
**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience’s response.  
**Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Standard	Standard Description
1.3B.12prof.Pr6	a. Share live or recorded performances of works (both personal and others’) and explain how the elements of music are used to convey intent.
	b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

**Anchor Standard 7:** Perceiving and analyzing products.  
**Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.  
**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Standard	Standard Description
1.3B.12prof.Re7	a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (e.g., one-part, cyclical, binary), and describe the choices as models for composition.
	b. Analyze aurally and/or by reading the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as a composer, performer, and/or listener.

**Anchor Standard 8:** Interpreting intent and meaning.  
**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.  
**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

Standard	Standard Description
1.3B.12prof.Re8	a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.

**Anchor Standards 9:** Applying criteria to evaluate products.  
**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.  
**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

Standard	Standard Description
1.3B.12prof.Re9	a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of the fundamentals of music theory.
	b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

**Anchor Standard 10:** Synthesizing and relating knowledge and personal experiences to create products.  
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

Standard	Standard Description
1.3B.12prof.Cn10	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. <i>This Performance Expectation is embedded in the following Artistic Processes:  1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

**Anchor Standard 11:** Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.  
**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.  
**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standard	Standard Description
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<b>1.3B.12prof.Cn11</b>	<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p><i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i></p>
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**Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))**

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
1-8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p><b>9.2.5.CAP.1:</b> Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p><b>9.2.5.CAP.2:</b> Identify how you might like to earn an income.</p> <p><b>9.2.5.CAP.3:</b> Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p><b>9.2.5.CAP.4:</b> Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>
	Income and benefits can vary depending on the employer and type of job or career.	<p><b>9.2.5.CAP.5:</b> Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>
	There are a variety of factors to consider before starting a business.	<p><b>9.2.5.CAP.6:</b> Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p><b>9.2.5.CAP.7:</b> Identify factors to consider before starting a business.</p>
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<p><b>9.2.5.CAP.8:</b> Identify risks that individuals and households face.</p> <p><b>9.2.5.CAP.9:</b> Justify reasons to have insurance.</p>

**Life Literacies and Key Skills ([Standard 9.4](#))**

<b>By Grade 5</b>		
<b>Unit Addressed</b>	<b>Core Idea</b>	<b>Standard / Description</b>
8	<p><b>Creativity and Innovation:</b> Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p>	<p><b>9.4.5.CI.1:</b> Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</p> <p><b>9.4.5.CI.2:</b> Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</p>
1, 2, 3	<p><b>Creativity and Innovation:</b> Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p>	<p><b>9.4.5.CI.3:</b> Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</p> <p><b>9.4.5.CI.4:</b> Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</p>
5, 6	<p><b>Critical Thinking and Problem-solving:</b> The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p><b>9.4.5.CT.1:</b> Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</p> <p><b>9.4.5.CT.2:</b> Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</p> <p><b>9.4.5.CT.3:</b> Describe how digital tools and technology may be used to solve problems.</p> <p><b>9.4.5.CT.4:</b> Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</p>

8	<p><b>Digital Citizenship:</b> Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.</p>	<p><i>9.4.5.DC.1: Explain the need for and use of copyrights.</i></p> <p><i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i></p> <p><i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i></p>
	<p><b>Digital Citizenship:</b> Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.</p>	<p><i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i></p>
	<p><b>Digital Citizenship:</b> Digital identities must be managed in order to create a positive digital footprint.</p>	<p><i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i></p>
	<p><b>Digital Citizenship:</b> Digital tools have positively and negatively changed the way people interact socially.</p>	<p><i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i></p> <p><i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i></p>
	<p><b>Digital Citizenship:</b> Digital engagement can improve the planning and delivery of climate change actions.</p>	<p><i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i></p>
6, 7, 8	<p><b>Global and Cultural Awareness:</b> Culture and geography can shape an individual’s experiences and perspectives.</p>	<p><i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i></p>
	<p><b>Information and Media Literacy:</b> Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</p>	<p><i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i></p>

	<p><b>Information and Media Literacy:</b> Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.</p>	<p><i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i></p> <p><i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i></p>
	<p><b>Information and Media Literacy:</b> Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.</p>	<p><i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i></p> <p><i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i></p>
8	<p><b>Information and Media Literacy:</b> Specific situations require the use of relevant sources of information.</p>	<p><i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i></p> <p><i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i></p>
	<p><b>Technology Literacy:</b> Different digital tools have different purposes.</p>	<p><i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i></p> <p><i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i></p> <p><i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i></p>
8	<p><b>Technology Literacy:</b> Collaborating digitally as a team can often develop a better artifact than an individual working alone.</p>	<p><i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i></p> <p><i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i></p>

## Interdisciplinary Connections

### Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
5	<b>Mathematics / 5.OA.B.3</b>	<i>Analyze patterns and relationships</i>
1 & 2	<b>Science 4-PS4-3</b>	<i>Waves and their applications in technologies for information transfer</i>
1, 6, 8	<b>Social Studies / 6.2.12.D</b>	<i>History, Culture and Perspectives</i>
6	<b>World Language / 7.1.NM.A.1</b>	<i>Recognize familiar spoken or written words - Italian</i>

**Pacing Guide** (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Basic technique and care of instrument</b></p>	<p><b>September</b> (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Left hand technique</b></p>	<p><b>October</b> (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Bowing technique</b></p>	<p><b>November</b> (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: D Major scale</b></p>	<p><b>December</b> (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Note-reading</b></p>	<p><b>January</b> (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Intro to concert music and logistics</b></p>	<p><b>February</b> (~2 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Concert prep</b></p>	<p><b>March</b> (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Concert prep</b></p>	<p><b>April</b> (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Rhythm and Tone</b></p>	<p><b>May</b> (~3 days)</p>
<p>The fundamental concepts for Orchestra will be addressed on an ongoing basis, throughout the school year. There is not a specific amount of time that should be spent on a particular topic; each will be incorporated into the classroom every day or as needed. <b>Focus: Review / prepare for 5th grade orchestra</b></p>	<p><b>June</b> (~2 days)</p>

## Units Scope and Sequence

### Unit 1

**Unit Name: Instrument Care / Management**

#### **Step 1 – Desired Results: What do I want my students to learn?**

##### **Standards**

[NJSLs - 1.3C.12nov.Cn11](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

##### **Unit Big Ideas:**

**(What Fundamental Concepts Should be Learned during this Unit?)**

- What are the correct methods of cleaning, storing and handling the instrument?
- How does one properly care for the bow?
- Can the student identify all parts of the bow and instrument and what they are used for?
- Can the student identify a bow or instrument that is not properly maintained?

##### **Objectives**

*Students will be able to...*

- Name the parts of the bow and instrument and describe how they are used.
- Demonstrate how to open and close their case
- Care for the instrument and properly store it when not in use
- Set up their instrument for playing (set shoulder rest, adjust end pin, etc)
- Tighten / loosen bow properly and rosin the bow as needed.
- Identify basic problems with the instrument (out of tune, bridge collapse, etc)

## Unit 2

### Unit Name: Posture, Position and Bow Hold

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3D.12nov.Pr5  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- How does one properly hold the instrument?
- What is the proper posture while playing the instrument?
- How does one properly hold the bow?

##### Objectives

*Students will be able to...*

- Hold their instrument properly in rest and playing positions.
- Sit or stand properly while playing their instrument.
- Hold the bow properly.
- Make corrections to their posture when prompted by the teacher (and eventually on their own).

## Unit 3

### Unit Name: Left Hand Position and Pizzicato

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3D.12nov.Pr5  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- How does one set up the left hand and arm for playing the instrument?
- What is the proper technique for playing pizzicato (plucking)?
- How does one properly place the fingers on the fingerboard to achieve different pitches?
- Does the student understand the importance of proper left hand technique in relation to tone quality?

##### Objectives

*Students will be able to...*

- Set up their left hand and arm in the proper playing position.
- Accurately place fingers to achieve correct pitches.
- Place fingers on fingertips and with the correct amount of pressure so as to achieve a good tone.
- Play the instrument by plucking the strings.

## Unit 4

### Unit Name: Bowing and Tone Production

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3D.12nov.Pr5  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- What is the proper technique for playing with the bow?
- Can the student differentiate between good and poor tone quality?
- Does the student understand how bow technique affects the tone?

##### Objectives

*Students will be able to...*

- Demonstrate proper bowing technique.
- Produce a good tone while drawing the bow across the strings.
- Recognize and correct common mistakes or bad habits related to using the bow.

## Unit 5

### Unit Name: Rhythm

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Does the student have an understanding of counting, clapping and playing basic rhythm patterns?
- Does the student have a sense of the beat and understand its importance in making music?
- Can the student understand written rhythms and transfer them accurately to their instrument?
- How are different rhythmic values notated?

##### Objectives

*Students will be able to...*

- Count and clap simple rhythmic patterns combining quarter, half and eighth note values.
- Count, clap or play a rhythm at sight while keeping a steady beat.
- Create their own rhythm patterns in different time signatures and write them down.

## Unit 6

### Unit Name: Music Literacy

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr6, 1.3D.12nov.Cr1, 1.3D.12nov.Cr2, 1.3B.12prof.Cr3.b

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- Does the student have an understanding of basic musical terms and their importance in making music?
- Does the student have the necessary skills to read music?
- Does the student have a strong musical foundation on which to build in the coming years?

##### Objectives

*Students will be able to...*

- Play all exercises on pages 4-20 in their lesson book (“Essential Elements 2000 for Strings”)
- Read all notes of the D major scale on the staff
- Perform simple pieces with or without music (Mary Had a Little Lamb, Twinkle Twinkle Little Star)
- Perform in their spring concert

## Unit 7

### Unit Name: Aural Skills

#### Step 1 – Desired Results: What do I want my students to learn?

##### Standards

[NJSLs](#) - 1.3B.12prof.Pr4.a, 1.3C.12nov.Cr1, 1.3C.12nov.Cr2, 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr4.c, 1.3C.12nov.Pr5, 1.3C.12nov.Pr6.a, 1.3C.12nov.Pr6.b

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

##### Unit Big Ideas:

##### (What Fundamental Concepts Should be Learned during this Unit?)

- Does the student understand the importance of listening while making music?
- Is the student able to play the instrument with accurate intonation?
- Can the student listen to and give constructive comments on a performance?

##### Objectives

*Students will be able to...*

- Play exercises and pieces with accurate intonation, making adjustments when necessary (and with some guidance from the teacher)
- Differentiate between high and low pitches
- Listen to themselves, and make corrections when necessary
- Listen to their performance in relation to the rest of the group
- Match pitch provided by the teacher
- Listen to and play back 4-note patterns

## Unit 8

**Unit Name: Ensemble Skills**

### **Step 1 – Desired Results: What do I want my students to learn?**

#### **Standards**

[NJSLs](#) - 1.3C.12nov.Pr4.b, 1.3C.12nov.Pr4.c  
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)  
[NJSLs - Life Literacies and Key Skills](#)  
[NJSLs - Interdisciplinary Standards](#)

#### **Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)**

- What skills are necessary and what behaviors are expected when performing in an ensemble?
- Does the student understand the difference between solo performance and ensemble performance?

#### **Objectives**

*Students will be able to...*

- Work cooperatively in a group.
- Describe the difference between performing as a soloist and performing as an ensemble member.
- Work together to produce an ensemble performance with accurate intonation, rhythm and bowings.
- Demonstrate a sense of balance between the different sections of the orchestra.
- Match pitch provided by the teacher or another student.

Please contact the Content Supervisor for any questions.