

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

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

*Orchestra
Grade 5*

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[Course Description and Fundamental Concepts](#)

Orchestra Grade 5

Grade 5 Orchestra is a course that offers students the opportunity to continue their study of a string instrument (violin, viola, cello or bass), building upon the concepts and techniques learned in Grade 4. Teaching is adapted to accommodate the needs and abilities of each individual child. Students will learn and develop new techniques to enhance their playing, and will improve their understanding of music theory.

Students participate in small-group lessons in which they learn about the intricacies of their particular instrument (covering topics such as proper bow technique and tone production). They also participate in large-group rehearsals where they learn about ensemble etiquette. They learn the importance of productive rehearsal time and working together as they prepare to perform in a concert.

The orchestra class is designed to be a very enriching experience for the young student, helping him/her to grow both musically and socially.

Fundamental Concepts

In addition to the review of concepts learned in 4th grade, the 5th grade orchestra class will focus on:

- Left Hand Technique
- Bow Technique
- Rhythm
- Music Literacy
- Expression and Interpretation
- Aural Skills
- Ensemble Skills
- Ensemble Etiquette

[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
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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.
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<p>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?</p>	
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).

<p>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)?</p>	
Standard	Standard Description
1.3C.12nov.Re9	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

<p>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?</p>	
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>

<p>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?</p>	
Standard	Standard Description

1.3C.12nov.Cn11	<p>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.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i></p>
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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
1.3D.12nov.Cn10	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
1.3D.12nov.Cn11	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
1.3B.12prof.Cr1	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
1.3B.12prof.Cn11	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.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1-8	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: 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>9.2.5.CAP.5: 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>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p>9.2.5.CAP.7: 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>9.2.5.CAP.8: Identify risks that individuals and households face.</p> <p>9.2.5.CAP.9: Justify reasons to have insurance.</p>

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

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
7, 8	<p>Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p>	<p>9.4.5.CI.1: 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>9.4.5.CI.2: 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, 5	<p>Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p>	<p>9.4.5.CI.3: 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>9.4.5.CI.4: 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>
3, 4	<p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p>9.4.5.CT.1: 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>9.4.5.CT.2: 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>9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</p> <p>9.4.5.CT.4: 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>Digital Citizenship: 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>Digital Citizenship: 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>Digital Citizenship: 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>Digital Citizenship: 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>Digital Citizenship: 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>
4, 5, 6, 7, 8	<p>Global and Cultural Awareness: 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>Information and Media Literacy: 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>Information and Media Literacy: 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>Information and Media Literacy: 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>
7, 8	<p>Information and Media Literacy: 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>Technology Literacy: 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>
7, 8	<p>Technology Literacy: 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
2, 4, 5, 8	Social Studies/ 6.2.12.D	Renaissance - History, Culture & Perspectives
3	Mathematics/ 5.OA.B.3	Analyze patterns and relationships
4, 5	World Language/ 7.1.NM.A.1	Recognize familiar spoken or written words - Italian
1, 2, 6, 7	Science/ 4-PS4-3	Waves and their application technologies for information transfer

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

Unit/Topic	Month (w/Approx number of Teaching Days)
<p>Fundamental Concepts:</p> <ul style="list-style-type: none"> ● Left Hand Technique ● Bow Technique ● Rhythm ● Music Literacy ● Expression and Interpretation ● Aural Skills ● Ensemble Skills ● Ensemble Etiquette <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.</p> <p>Focus: Review of instrument and technique basics learned in 4th grade.</p>	<p>September (~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.</p> <p>Focus: Note-reading; Rhythms; 1st concert piece</p>	<p>October (~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.</p> <p>Focus: Use of 4th finger (violin, viola); 3/4 time</p>	<p>November (~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.</p> <p>Focus: G-Major scale; Expression/Interpretation</p>	<p>December (~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.</p> <p>Focus: 2nd and 3rd concert pieces, Slurs</p>	<p>January (~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.</p> <p>Focus: C-Major scale and fingering pattern</p>	<p>February (~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.</p> <p>Focus: Rehearsing concert music</p>	<p>March (~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.</p> <p>Focus: Rehearsing concert music</p>	<p>April (~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.</p> <p>Focus: Final concert preparations</p>	<p>May (~3 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.

Focus: Closing activities, Review/Prepare for 6th Grade

June
(~2 days)

Units Scope and Sequence

Unit 1

Unit Name: Left Hand Technique

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 to properly play the instrument?
- How does one properly place the fingers on the fingerboard to achieve different pitches?

Objectives

Students will be able to...

- Set up their left hand and arm in the proper playing position (as learned in 4th grade).
- Accurately place fingers to achieve correct pitches.
- Demonstrate their understanding of new fingering patterns (G Major and C Major).
- Place fingers on fingertips and with the correct amount of pressure so as to achieve a good tone.
- Demonstrate their understanding of half steps and whole steps.
- Use the fourth finger as an alternative to open strings (violin and viola only).

Unit 2

Unit Name: Bow Technique

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?)

- Does the student have a basic understanding of proper bow technique?
- Can the student produce a good tone while playing with the bow?
- Can the student accurately perform a musical passage with slurs?

Objectives

Students will be able to...

- Hold and use the bow properly (as learned in 4th grade).
- Recognize slurs and understand how to perform them.
- Explain the difference between a slur and a tie.
- Play with a good tone while using the bow.

Unit 3

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?)

- Can the student understand written rhythms and transfer them accurately to their instrument?
- How are different rhythmic values notated?
- Can the student count, clap and play basic rhythm patterns?

Objectives

Students will be able to...

- Identify quarter, half, eighth, dotted half and whole notes and their corresponding rests.
- Perform rhythmic patterns accurately, and use the proper amount of bow.
- Perform musical passages 3/4 time.

Unit 4

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 musical terminology and its importance in making music?
- Is the student able to read music?
- Is the student able to sight-read?

Objectives

Students will be able to...

- Define the following NEW terms:
 - o Slur
 - o Tie
 - o Half step
 - o Whole step
 - o Pick-up / Upbeat
 - o Mezzo forte
 - o Mezzo piano
 - o Natural
- Read all notes of the G and C Major scales on the staff.
- Read simple musical passages at sight.
- Perform all concert music with accurate rhythm and intonation.

Unit 5

Unit Name: Expression and Interpretation

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

Standards

[NJSLs - 1.3C.12nov.Re8, 1.3C.12nov.Cn10, 1.3C.12nov.Cn11, 1.3C.12nov.Pr6](#)

[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 achieve musical expression?
- What are dynamics and tempo markings and how do they add to a performance?
- What is articulation?

Objectives

Students will be able to...

- Achieve musical expression through different playing techniques.
- Define specific dynamic and tempo markings and demonstrate them on their instrument.
- Explain how dynamics and tempo changes enhance a performance.
- Define two different types of articulation (legato and staccato).

Unit 6

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?
- Can the student identify when the instrument is out of tune?

Objectives

Students will be able to...

- Tell whether or not their instrument is in tune
- Place their fingers so as to achieve accurate intonation (using tapes or stickers, and eventually by ear)
- 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
- Provide comments after listening to a performance

Unit 7

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, 1.3C.12nov.Pr6](#)
[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 necessary skills when performing in an ensemble?
- How do solo performance and ensemble performance differ?

Objectives

Students will be able to...

- Discuss the importance of intonation, balance/blend, bowings and listening in ensemble playing.
- Discuss the differences between performing as a soloist and performing as an ensemble member.
- Work together to produce an ensemble performance with accurate intonation, rhythm and bowings.
- Hold their part while still listening to the orchestra, and understand how their part fits into the “whole.”
- Tell which instrument section has the melody at different points in a piece of music.
- Play a piece of music with correct bowings.

Unit 8

Unit Name: Ensemble Etiquette

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

Standards

[NJSLs - 1.3C.12nov.Pr5, 1.3C.12nov.Pr6](#)

[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 what is considered appropriate conduct when part of a performing group?
- Does the student understand the elements of a productive rehearsal?

Objectives

Students will be able to...

- Follow all behavior expectations during rehearsals and performances.
- Describe appropriate conduct during a rehearsal.
- Describe what is not appropriate during a rehearsal and what the consequences will be.

Please contact the Content Supervisor for any questions.