

Instrumental Music Curriculum



Completed by the following committee
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ELEMENTARY INSTRUMENTAL MUSIC
LEVELS I, II, AND III

Approved:

RATIONALE

Music is a unique form of communication that exceeds every boundary of verbal interaction known to man. Recent studies point to the connection between music and improved academic scores, as well as enhanced neurobiological development. Participation in instrumental music challenges students to strengthen and utilize individual skills to improve group performance and provides opportunities for self, peer, and group critique. This elementary instrumental curriculum encourages students to work collaboratively, to utilize critical thinking skills to solve problems, and to develop creative potential through music. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

<p style="text-align: center;"><u>Assessments</u></p> <ol style="list-style-type: none">1. Group discussions of performances utilizing appropriate terminology and positive feedback2. Aural assessment (active and passive) utilizing appropriate musical technique.3. Teacher evaluation of performance utilizing established criteria based on a rubric created by independently.	<p style="text-align: center;"><u>Resources</u></p> <ul style="list-style-type: none">● Instruments● Teacher-chosen performance repertoire● Appropriate methods books
<p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none">1.1 All students will demonstrate an understanding of the elements and principles of music.1.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society.1.3 All students will utilize those skills, media, methods, and technologies appropriate to music in the creation, performance, and presentation of music.1.4 All students will use aesthetic knowledge in the creation of an in	<p style="text-align: center;"><u>Standards</u></p> <p>1.3.5.B.1 - Sing or play music from complex notation using notation systems in treble and bass clef mixed meter and compound meter.</p> <p>1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety tension and release and balance in musical compositions.</p> <p>1.3.8.B.2 - Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p>

<p>response to instrumental music and will develop, apply, and reflect upon knowledge of process of critique.</p>	<p>1.3.8.B.3 - Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 - Demonstrate the basic concepts of meter rhythm tonality intervals chords and melodic and harmonic progressions and differentiate basic structures.</p>
<p style="text-align: center;"><u>Enduring Understandings</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the structure and care of the instrument. (1.1) 2. Demonstrate appropriate proficiency on the instrument. (1.3) 3. Recognize and apply appropriate music terminology to performance (1.1, 1.3) 4. Perform from melodic and rhythmic notation. (1.1, 1.3) 5. Evaluate their own and other performances, using established criteria. (1.4) 6. Perform alone and with others, a varied repertoire of music. (1.3) 7. Notate music through dictation and composition. (1.3) 8. Listen to, analyze, and describe music. (1.4) 9. Understand relationships between music, the arts, and disciplines outside the arts. (1.2) 10. Understand music in relation to history and culture (1.2) 	<p style="text-align: center;"><u>Essential Questions</u></p> <ol style="list-style-type: none"> 1. How do you practice? 2. What did you know coming into today's lesson? 3. What new concepts did you learn in today's lesson? 4. How will you incorporate today's new concepts into this week's home practice?
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> ● Teacher modeling ● Guided practice ● Independent and small group 	<p style="text-align: center;"><u>Opportunities to differentiate & accommodate</u></p> <ul style="list-style-type: none"> ● Convertible music selections allowing for separation of parts by

<p>practice</p> <ul style="list-style-type: none"> ● Group/ensemble class performance ● Singing/clapping ● Solo performances within the class setting ● Teacher, peer, and individual critique of performance ● Evaluation of outside performers 	<p>difficulty(i.e. Cannon in D)</p> <ul style="list-style-type: none"> ● Drone under pattern for easy inclusion ● String removal to eliminate unnecessary bow positioning ● Separation of parts by range
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COURSE OUTLINES

Due to the unique nature of musical study, all musical and technical elements are taught simultaneously in order to strengthen the interrelationships between all musical elements, as well as musical understanding and performance.

LEVEL I

Level I provides an introduction to the structure and technique of the instrument. Level I also draws from prior learning in General Music classes,

1. Proper use and care of instrument
2. Tone production and articulation
3. Simple rhythms at appropriate levels of difficulty
4. Simple melodies from the score
5. Expression and dynamics
6. Role of the conductor
7. Perform music in varied meters
8. Perform music in major keys at appropriate level of difficulty
9. Critique self and group performances and rehearsals
10. Identify relationships to mathematics, social studies, science, and the visual arts
Identify characteristics of music from different cultures or historical periods.

LEVEL II

Level II continues to build technical, aesthetic, and musical skills and knowledge through the medium of performance.

- 1 . Perform repertoire at an appropriate level of musical and technical challenge.
2. Perform music with acceptable tone quality and intonation.
3. Perform more complex rhythms from the score.
4. Interpret melodic passages from the score.
5. Identify and utilize key signatures from 4 sharps to 4 flats.
6. Identify and interpret symbols for articulation and dynamics.
7. Describe the basic musical elements of various historical periods.
8. Evaluate self and group performance utilizing appropriate terminology.

LEVEL III.

Level III continues to build a strong understanding of the elements and aesthetics of music as applied to performance. Through the process of critique, students are increasingly capable of making judgments regarding the interpretation of their own performances.

- 1 . Perform music at an appropriate level of technical and musical challenge.
2. Perform music with appropriate tone quality and intonation.
3. Perform complex rhythm patterns and time signatures found in the repertoire.
4. Play expressively over the learned range of the instrument.
5. Utilize correct terminology to describe e and evaluate performances.
6. Perform music in appropriate major/minor keys.
7. Compare characteristics of musical composition to other art forms.
8. Compare musical elements found in two or more contrasting pieces.

REPERTOIRE

The educator's choice of performance repertoire is the single most important part of the music program. Repertoire should always be chosen by challenge and attainability. Musical piece selection is best made when consideration is broken into four categories.

Heads Hearts Hands Feet

Head: Is the piece intellectually challenging to your students?

examples: meter, first and second endings, repeats, tempo variation

Hands: Is the piece technically challenging to your students?

examples: key, range, speed, scale and intervallic passages

Heart: Does the piece provide aesthetic stimulation to your students?

example: melody, harmony, tonality

Feet: Does the piece have a rhythmic pocket/groove that is easily obtainable to your students?

example: rhythmic stability and repetition, standard form

ASSESSMENT STRATEGIES

Music is, by definition, a performance art. The vast majority of assessments in instrumental music classes are based on an evaluation of performance, both individual and ensemble. Performance criteria and goals are discussed at every instrumental lesson, and students become aware of this criteria through discussion, teacher demonstration and methods to improve their music technique skills. In all cases, assessment is a tool to ascertain that course goals and objectives are being met, as well as the method to develop knowledge aesthetics and performance skills.

North Caldwell School District

General Music Curriculum

Kindergarten through Sixth Grade



Approved:

Philosophy

Experience with and knowledge of music is a vital part of a complete education. Music is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in music is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in music is critical to their personal success. Music education provides personal, intellectual, and social development for each individual. Teaching music within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of music education. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21st Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Assessments

- Performance singing and playing in solo and in group setting
- Written evaluations
- Aural identification
- Group projects and presentations
- Observation of skill development
- Audio / Visual recording

Resources

- CDs
- Textbooks
- Song collections
- Posters
- Handouts
- SMART boards
- Videos / DVDs
- Ipads / Internet websites
- Music journals and magazines
- Professional associations and organizations (MENC, NJMEA, ACDA, AOSA, NJMTA)

Goals- After completing all levels of this program, a student will be able to:

- Sing, alone or With others, varied repertoire of music.
- Perform on instruments, alone or with others, varied repertoire of music
- Improvise melodies, variations and accompaniment.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

Standards- Elementary General Music are based on the New Jersey Student Learning Standards for Performing Arts.

- I.1 All students will develop, apply, and reflect upon knowledge of the process of critique.
- I.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society.
- I.3 All students will demonstrate an understanding of the elements and principles of music.
- I.4 All students will use aesthetic knowledge in the creation of and in response to music

Instructional Strategies

- Teacher modeling (eg. Echo-singing)
- Singing, playing, moving, and listening
- Solo performances within a class setting
- Teacher, peer and individual critique of performance
- Singing and movement games
- Visual aids
- Lecture and demonstration
- Field trips
- Critiques

Opportunities to differentiate & accommodate

- Information provided in smaller increments
- Provide preferential seating
- Use of special tools and resources
- Use of visual and supportive material
- Systematic assessment and feedback
- Practice and reinforcement

Kindergarten

- I. Singing
 - A. Development of singing
 - 1. Pitch - echo singing
 - 2. Singing vs. speaking voice
 - 3. High vs. Low
 - B. Development of expression
 - 1. Dynamics — introduce loud and soft
 - 2. Tempo — introduce fast and slow
 - 3. Mood — how does the music make you feel?
 - C. Opportunity to sing a variety of song selections
 - 1. Folks songs
 - 2. Seasonal and holiday songs
 - D. Ability to sing as a group
 - 1. Staying together
 - 2. Listening to each other
 - 3. Stalling and stopping together
- II. Playing
 - A. Ability to follow directions
 - 1. Proper playing position
 - 2. Maintain a steady beat
 - B. Exploring sounds
 - 1. How the sound is produced
- III. Listening
 - A. Identifying sounds
 - 1. Loud vs. soft
 - 2. Fast vs. slow
 - 3. High vs. low
 - 4. Short vs. Long

IV. Moving

A. Moving

1. Move to the steady beat
2. Move to show expressive elements
3. Use of locomotor skills (Both gross & fine motor skills)
4. Improvise movements in singing games and circle dance

Grade One

- I. Singing (Kodaly)
 - A. Development of singing
 - 1. Pitch - echo singing
 - 2. Rhythm — ta, ti-ti, and rest
 - B. Development of expression
 - 1. Dynamics — introduce loud and soft
 - 2. Mood — Happy, sad, angry
 - 3. Tempo — fast and slow
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs from various cultures
 - 3. Folks songs
 - 4. Seasonal and holiday songs
 - D. Ability to sing as a group
 - 1. Staying together
 - 2. Listening to each other
 - 3. Staffing and stopping together
- II. Playing
 - A. Ability to follow directions
 - 1. Proper use of the instruments
 - 2. Maintain a steady beat
 - 3. Read and perform- ta, ti-ti, and rest
 - B. Exploring sounds
 - 1. Echoing rhythmic patterns
- III. Listening to music
 - A. Gaining an understanding of the various types of music (genres)
 - 1. Partner songs
 - 2. Identifying instruments by sight & sound

IV. Movement

A. Continuing to develop

1. Move to the steady beat
2. Move to show expression
3. Use Of locomotor skills (Both gross & fine motor skills)
4. Improvise movements in singing games and circle dances

V. Discovering the relationship between music and other subject areas

A. Art

1. Creative expression

B. Language Arts

1. Understanding lyrics
2. Poetry/Nursery Rhymes

C. Social Studies

1. Song, games, dances and instruments from other various culture

Grade Two

- I. Singing
 - A. Development of Singing
 - 1. Pitch - using Kodaly hand signals
 - 2. Rhythm - introduction to reading note values (whole, half, quarter, eighth notes & rests)
 - B. Development of expression
 - 1. Dynamics — piano & forte
 - 2. Mood — Happy, sad, angry
 - C. Opportunity to sing a variety of song selections
 - 1. Songs for different seasons and holidays (half, quarter, & eighth notes & rests)
 - 2. Differentiate singing & choral speech
 - D. Ability to sing as a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Ability to follow directions
 - 1. Proper use of the instruments
 - 2. Maintaining a steady beat
 - 3. Read and perform — ta, ti-ti, and rest
 - 4. Responding to the conductor's cues
 - B. Ability to play in small ensembles
 - 1. Creating melodic and rhythmic instrumental pieces
 - 2. Improvising

III. Listening to music

A. Sounds of the instruments

1. Identifying instruments by sound
2. Grouping classroom instruments by type (wood, metal, rattle, membrane)

IV. Movement

A. Continuing to respond to aural cues

1. Demonstrate rhythmic ostinatos
2. Move to express various mood settings
3. Simple dance motions

V. Discovering the relationship between music and other subject areas

A. Art and Visual Art

1. Creative expression

B. Language Arts

1. Understanding lyrics
2. Poetry

C. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from other various cultures

Grade Three

- I. Singing
 - A. Development of singing
 - 1. Pitch - melodic notation
 - 2. Rhythm — to reading (whole, half, dotted half, quarter, & eighth notes & rests)
 - 3. Posture and breathing — proper singing position
 - B. Development of expression
 - 1. Dynamics — pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo
 - 2. Mood — Interpreting mood & style
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - D. Ability to sing as a soloist or in a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Recorder
 - 1. Learning proper playing position and breathing
 - 2. Ability to play appropriate time and on cue
 - 3. Ability to read notes on the treble staff
 - 4. Ability to use both hands (both holding and playing notes)
 - B. Classroom instruments
 - 1. Improvising
 - 2. Continue Rhythmic reading
- III.. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - B. Music Vocabulary
 - 1. Building a list of musical terms which will assist students in evaluation music

C. Form

1. Verse and refrain

IV. Movement

A. Respond to music of various styles

- 1 Folk Dancers
2. Circle dances
3. Body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Music from different historical periods
- 2 Songs from other various cultures

B. Math

1. Becoming aware of the correlation between math and music (formulas)
- 2 Applying fractions to understand note values

Grade Four

- I. Singing
 - A. Development of singing
 - 1. Pitch - following melodic notation
 - 2. Rhythm - Introduction to reading note values (whole, half, dotted half, quarter, eighth, and sixteenth notes & rests)
 - 3. Posture and breathing - proper singing position
 - B. Development of expression
 - 1. Allow students to participant in interpreting music
 - 2. Mood — Interpreting mood & style
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
 - D. Ability to sing as a soloist or in a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
- II. Playing
 - A. Playing rhythmic, melodic, and harmonic patterns
 - B. Improvising
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - 2. Associating style with period in history
 - B. Form
 - 1. Recognizing AB, ABA, and Rondo

C. Harmonizing

1. Rounds
2. Partner songs
3. Ostinatos
4. Decant/ Counter melodies

IV. Movement

A. Expressive motions

1. Folk Dancers
2. Circle dances
3. Body percussion
4. Creating and using body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history

B. Art

1. Responding to music through use of colors and drawing
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (Various rhythm patterns and formulas)

D. Technology

1. Implementing programs & hardware into various lessons plans

Grade Five

- I. Singing
 - A. Development of singing - emphasis on technical accuracy melodic notation
 - 1. Pitch - following melodic notation
 - 2. Rhythm - introduction to reading note values (whole, half, quarter, eighth and sixteenth notes & rests, syncopation)
 - 3. Posture and breathing— proper singing position and breath control
 - B. Development of expression
 - 1. Allow students to participant in interpreting music
 - 2. Mood — Interpreting mood & style
 - C. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
 - D. Ability to sing as a soloist or in a group
 - 1. Call and response
 - 2. Multi-verse songs to allow small groups to sing a single verse
 - 3. Responding to the conductor's cues
 - E. Vocal Techniques
 - 1. Using vocal exercises to develop & expand vocal range
- II. Playing
 - 1. Playing rhythmic, melodic, and harmonic patterns
 - 2. Improvising in an individual or group setting
 - 3. Ability to create and perform in a group
 - 4. Ability to create a musical instrument using non traditional instruments
 - 5. Ability to arrange a musical piece
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - 2. Associating style with period in history
 - B. Form

- 1 . Recognizing AB, ABA, and Rondo form
2. Analyzing form when listening to music

IV. Movement

A. Expressive motions

1. Contemporary dances
2. Body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history.

B. Art

1. Responding to music through use of colors and drawings
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)

D. Technology

1. Implementing programs & hardware into various lessons plans

Grade Six

- I. Singing
 - A. Development of singing
 - 1. Pitch - following melodic notation
 - 2. Rhythm - Introduction to reading note values
(quarter, eighth, & rests, syncopation, and dotted rhythms)
 - 3. Posture and breathing — proper singing position and breath control
 - B. Opportunity to sing a variety of song selections
 - 1. Songs from different time periods
 - 2. Songs for different seasons and holidays
 - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
 - C. Vocal Techniques
 - 1. Using vocal exercises to develop & expand vocal range
- II. Playing
 - 1. Improvising in an individual or group setting
 - 2. Ability to create and perform in a group
 - 3. Recognizing — intervals, scales, and chords
- III. Understanding Music
 - A. Music History
 - 1. Learning about composers from various time periods
 - 2. Associating style with period in history
 - B. Form
 - 1. Recognizing AB, ABA, and Rondo form
 - 2. Analyzing form when listening to music
 - C. Dynamics
 - 1. Ability to use the proper dynamic level in a musical piece
 - D. Texture
 - 1. Ability to distinguish between a thin or thick texture of a musical piece
 - E. Styles
 - 1. Understanding the differences in musical groups (eg. Concert, marching, jazz etc.)

V. Movement

A. Expressive motions

1. Contemporary dances
2. Body percussion

VI. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history

B. Art

1. Responding to music through use of colors and drawings
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)