

**COURSE TITLE:**

INSTRUMENTAL MUSIC

**LENGTH:**

FULL YEAR

GRADES 4 – 8

BEGINNING, INTERMEDIATE & ADVANCED LEVELS

**SCHOOLS:**

PIERREPONT SCHOOL  
UNION SCHOOL

RUTHERFORD, NEW JERSEY

**DATE:**

SPRING 2015

Pierrepont School & Union School  
Rutherford, NJ  
INSTRUMENTAL MUSIC (Gr.4 – 8)  
Spring 2015

**1. INTRODUCTION/OVERVIEW/PHILOSOPHY**

The instrumental music program provides the opportunity for students to learn how to play an instrument and perform in an instrumental ensemble. Students learn the fundamentals of music and how to apply them in practice and performance. Instrumental students are required to attend all scheduled band classes, rehearsals, and performances. They also meet for small group lessons that meet on a rotating basis one period per week. They progress through beginning, intermediate and advanced lessons and band based on individual proficiency level. Although beginning in the fourth grade, students may begin instrumental music instruction at any grade level.

This academic and performance based program meets the needs of all students interested in studying and performing on a musical instrument during grades 4-8. It meets The New Jersey Core Curriculum Content Standards for Visual and Performing Arts and those of the Rutherford Board of Education.

## **2. OBJECTIVES - Instrumental Music Gr. 4-8 Beginning, Intermediate and Advanced**

### **A. A. NEW JERSEY CORE CURRICULUM CONTENT STANDARDS NJCCCS**

*For a complete copy of the NJ Core Curriculum Content Standards for Visual and Performing Arts, Technology, and 21<sup>st</sup> Century Life and Careers, please visit the following website:*

#### **VISUAL AND PERFORMING ARTS**

<http://www.state.nj.us/education/cccs/>

#### **STANDARD1.1**

**THE CREATIVE PROCESS:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

#### **STANDARD 1.2**

**HISTORY OF THE ARTS AND CULTURE:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### **STANDARD 1.3**

**PERFORMING:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### **STANDARD 1.4**

**AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**TECHNOLOGY****STANDARD 8.1**

**TECHNOLOGY:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

**21<sup>st</sup> CENTURY LIFE and CAREERS****STANDARD 9.2****CAREER AWARENESS, EXPLORATION, AND PREPARATION:**

Review career goals and determine steps necessary for attainment

**CAREER READY PRACTICES**

**CRP1:** Act as a responsible and contributing student

**CRP2:** Apply appropriate academic and technical skills

**CRP3:** Attend to personal health and well-being

**B. COURSE OUTLINE**

*All standards cited in course outline are through Grade 8.*

**The student will be able to demonstrate the following:**

**1. Elements of Music**

- Music theory symbols: knowledge of music notation, signs and symbols
- Pitch: understanding and hearing different sounds in given musical passages and exercises
- Listening: recognition of various pieces of classical music when listening to a recording or live performance
- Technique: developing necessary physical and neuro-muscular patterns needed for technical proficiency on instrument

**2. Music Theory and Musical Notation**

- Tempo markings: understanding tempo markings in interpreting the speed in exercises and pieces

- Note recognition: knowledge of note values and note names in the individual clefs
- Meter: determining proper counting in various time signatures (i.e., 4/4, 3/4, 6/8, 2/2)
- Dynamics: knowledge of common markings used in music to show degrees of volume ( p = soft, and f = loud)
- Fundamental terminology and symbols: recognition of symbols necessary for interpreting and reading musical passages, (i.e., clef, staff, bar lines, etc.)

### **3. Tone and Sound Production**

- Embouchure: developing an understanding of correct embouchure and mouth position
- Fingering: mastering correct fingerings to accurately produce various pitches
- Unique characteristic sound: developing the proper sound specific to each instrument
- Posture:
  - Developing whole body posture to correctly support the diaphragm and breath control
  - Correct holding of instrument to produce proper sound
- Intonation: developing ability to play in tune individually and as part of an ensemble
- Auditory discrimination: distinguishing between pitches in listening or playing exercises
- Articulation: developing tonguing and slurring techniques in given exercises or pieces

### **4. Performance**

- Individual: playing solo pieces on instrument
- Ensemble: properly blending with other musicians in unison or harmony
- Large Group: performing appropriate repertoire in beginning, intermediate, or advanced band
- Developing ability to follow cues of conductor

### **5. Repertoire**

- Scales: understanding basic scale structure and playing scales appropriate to student's level
- Exercises: developing rudimental note patterns in various key signatures and meters
- Sight reading: observing, analyzing and playing various passages suitable to individual playing levels
- Pieces:

- Developing a playing list of musical selections appropriate to the individuals' music level
- Reading for rhythm and melody
- Style: performing music from diverse styles and cultures with expression appropriate for the work being performed

#### **6. Rhythm**

- Beat: experiencing the pulse of a piece through listening and playing
- Time Signatures: counting in varied time signatures orally and while playing
- Tempo: changing tempo as written in given examples
- Patterns & Sequences: distinguishing different patterns and sequences while listening and playing

### **3. PROFICIENCY LEVELS**

Instrumental music is for grades 4-8 on beginning, intermediate and advanced levels.

### **4. METHODS OF ASSESSMENT**

- **Student Assessment**

The teacher will provide a variety of assessments, including:  
Student assessment given by the teacher

- Individual playing
- Class participation
- Group playing
- Group performance
- Student participation in band
- Student participation in school activities and concerts

- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the music program including:

- Teacher/departamental meetings
- Teacher observations
- Completed projects
- Self evaluations/PDP
- Supervisor evaluations
- Suggestions for changes to supervisor

## 5. GROUPING

- Students are grouped according to instrumentation.
- Students are grouped in ensembles and band according to the students' ability level.
- Students should have a basic working knowledge and playing proficiency before entering a performing ensemble or band.

## 6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

The course of instrumental music is offered for one year at a time for grades 4-8. The sequence for instrumental music is beginning, intermediate and advanced.

## 7. RESOURCES

- Instrumental Lesson Books
  - *Ed Sueta Band Method* Books 1-4
  - *Accent on Achievement* Books 1-4
  - *Intermediate Rubank Method*
  - *Advanced Rubank Method* Books 1-2
  - *Learn to Play* Books 1-2
  - *Drum Class Method* Books 1-2
  - Various method and solo books for beginning, intermediate and advanced levels
- Ensemble music for varied instruments on appropriate levels
- Band music on various levels

## 8. METHODOLOGIES

- Teacher presentation of materials in lesson books, ensemble music and band pieces.
- Application of scales in lessons and groups
- Developing ability to tune instrument
- Developing understanding for proper utilization of instrument
- Listening to music from various styles and cultures
- Application of elements of various styles to student's technique
- Developing performance experience

## **9. SUGGESTED ACTIVITIES**

- Weekly pull-out lessons
- Practice time at home
- Participation in band classes/rehearsals
- Participation in all school concerts

## **10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners



- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

## **11. INTERDISCIPLINARY CONNECTIONS**

- Utilization of computer based music programs
- Performing for school functions dealing with history, such as Veteran's Day and Memorial Day
- Library research and Internet searches for music, lyrics, performances, instruments, history, etc.
- Recognition of various musical stylistic periods as related to social studies, art, and language arts
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

## **12. PROFESSIONAL DEVELOPMENT**

As per the PDP/100 hour statement, the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

**13. CURRICULUM MAP – INSTRUMENTAL MUSIC GR. 4 - 8**

<b>Band</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>Beginner</b>	<ul style="list-style-type: none"> <li>-Basic instrument care</li> <li>-Sound production</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>Fundamentals of music – Terms &amp; symbols</li> <li>-Introduce simple songs</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>Basic counting – whole, half &amp; quarter notes</li> <li>-Basic note reading</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Five note scale in whole notes</li> <li>-Prepare several simple songs using five notes</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Introduction to ensemble or band playing</li> <li>-Performance preparation for Winter Concert</li> <li>-Sight reading</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>-Instrument care</li> <li>-Review of music symbols</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Review note reading</li> <li>-Review counting &amp; rhythm</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Time signatures</li> <li>-Bb concert scale</li> <li>-Introduce 8<sup>th</sup> notes, 16<sup>th</sup> notes and triplets</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Basic 8 note scale and scale patterns in quarter and 8<sup>th</sup> notes</li> <li>-Performance preparation for Winter Concert</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Performance preparation for Winter Concert</li> <li>-Sight reading</li> </ul>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>-Instrument care</li> <li>-Review of music symbols</li> <li>-Bb concert scale</li> <li>- Review counting &amp; rhythm</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Review note reading</li> <li>- 2 major scales in one octave</li> <li>-Compound meter (6/8, 12/8, 9/8)</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Time signatures</li> <li>-3 major scales in 1 octave</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-8<sup>th</sup> Grade ensemble performance preparation</li> <li>-4 major scales 1 octave</li> <li>-Sight reading</li> </ul>	<ul style="list-style-type: none"> <li>-Performance preparation for Winter Concert</li> <li>-Sight reading</li> </ul>

<b>Band</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Beginner</b>	-5 note scale in quarter notes -Introduce 8 <sup>th</sup> notes -Basic music theory -Sight reading	-Time signatures: 2/4, 3/4 4/4 -Performance preparation for Spring Concert -Sight reading	-Performance preparation for concert -Spring Concert -Sight reading	-Duet playing -Sight reading	-Review -Sight reading -Final assessment
<b>Intermediate</b>	-Music theory -Introduction to new repertoire -Sight reading	-2 scales -Performance preparation for Spring Concert -Sight reading	-Performance preparation for concert -Spring Concert -Sight reading	-Marching Band preparation -Small class ensembles -Memorial Day Parade performance -Sight reading	-Review -Sight reading -Final assessment
<b>Advanced</b>	-Music theory -Introduction to new repertoire -Small class ensembles -Sight reading	-Key signatures -4 instrument appropriate major scales in 2 octaves -Performance preparation for Spring Concert -Sight reading	-Performance preparation for concert -Spring Concert -Small class ensembles -Chromatic scale 1 octave -5 scales 2 octaves -Sight reading	-Marching Band preparation -Small class ensembles -Memorial Day Parade performance -Review scales -Sight reading	-Review -Sight reading -Final assessment