

Howell Township Public Schools
Instrumental Music Curriculum
Guide Grades 4 – 8



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ACKNOWLEDGEMENTS

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INTRODUCTION

All students in grades four through eight are provided the opportunity to participate in the Instrumental Music Program. Through this experience students are exposed to a repertoire of musical literature and styles, as well as, this criteria used for evaluation music.

Students are offered many different educational performance opportunities. The leveled phases of ensemble playing fosters the student's comprehension of music and their ability to express it.

This guide has been designed to facilitate student achievement through the implementation of the Core Content Curriculum Standards for the Fine and Performing Arts.

PHILOSOPHY

The performance of instrumental music in the band setting provides Howell Township students with a powerful avenue to explore music. The format for music exploration requires that the music educator identify students with various degrees of music aptitude and then provide them with an opportunity to develop their potential to the fullest.

This is accomplished by:

- Including band in a well-balanced, integrated school curriculum
- Understanding that the highest benefit derived from the study of music is based on solid accomplishments toward specific educational goals
- Providing an environment that has a high regard for genuine learning and a great source of enjoyment
- Incorporate emerging tools and technology as provided by the district

In conclusion, it is the belief that the instrumental music education program offered in Howell Township is designed to equip students to display the skills necessary to evaluate, perform and create music.

Standard 1.1 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.

Instrumental Music grades 4-8

Essential Questions

How do underlying structures unconsciously guide the creation of music?

Does music have boundaries?

Enduring Understandings

Underlying structures in music can be found via analysis and inference.

Breaking accepted norms often give rise to new forms of artistic expression.

Grade Level Standards

- [Ear training and listening skill](#) are prerequisites for musical literacy.
- The [elements of music](#) are foundational to basic music literacy.
- Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.
- Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into [musical families](#) according to shared properties.
- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to [ear training and listening skill](#), and temporal spatial reasoning ability is connected to listening skill.
- The [elements of music](#) are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

Classroom Applications

- #1.1.2.B.1 - Explore the [elements of music](#) through verbal and written responses to diverse aural prompts and printed scores.
- # 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- # 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- # 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties.
- # 1.1.5.B.1 - Identify the [elements of music](#) in response to aural prompts and printed music notational systems.
- # 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Measures of Understanding

- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonious, progressions, and differentiate basic structures.
- Focus on rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions meter, as well as measure, and music notation structures, such as measures, clefs, time signatures, note values, staff and bar lines.
- Practice listening skills for hearing, rhythm in text, and notational skills, using either written notation or technology resources provided by the district.

Resources

- Essential Elements 2000 Series
- Standard of Excellence
- Alfred Drum Method
- Accent on Achievement
- Yamaha Band Method
- Measure of Success
- Traditions of Excellence
- Rubank Elementary Method Series
- Appropriate Ensemble and Band arrangements
- Emerging technologies as provided by the district
- <http://www.nj.gov/education/cccs/standards>

Standards –

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.

Instrumental Music grades 4-8

Essential Questions

Does music define culture or does culture define music ?

What is old and what is new in any work of music ?

How important is “new” in music?

Enduring Understandings

Culture affects self-expression, whether we realize it or not.

Every artist has a style; every artistic period has a style.

Grade Level Standards

Classroom Applications

- Dance, music, theatre, and visual artwork from diverse cultures and [historical eras](#) have distinct characteristics and common themes that are revealed by contextual clues within the works of music.
- The function and purpose of music - making across cultures is a reflection of societal values and beliefs.
- Music and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art and music genres.
- Sometimes the contributions of an individual artist can influence a generation of musicians and signal the beginning of a new [music genre](#)

Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Measures of Understanding

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.2.5.A.2 Relate common artistic elements that define distinctive genres in dance, music, theatre, and visual art.

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

Resources

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Standards Standard 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Instrumental
Music grades 4-8**

Essential Questions

Enduring Understandings

How does creating and performing music differ from viewing / listening to music?

To what extent does the viewer properly affect and influence music and the musician and to what extent is the music for the musician?

The arts serve multiple functions: enlightenment, education, and entertainment.

Though the musician's / composer's imagination and intuition drive the work, great musicians require skills and discipline to turn notation into a quality product.

The artistic process can lead to unforeseen or unpredictable outcomes.

Grade Level Standards

Classroom Applications

The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.

Prescribed forms and rules govern [music composition](#), rhythmic accompaniment, and the harmonizing of parts.

CPI
1.3.2.B.1
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

CPI
1.3.2.B.6
Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.

Measures of Understanding

Discuss and demonstrate and decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Resources

- Essential Elements 2000 Series
- Standard of Excellence
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- Yamaha Band Method
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Standards -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.		Instrumental Music grades 4-8
Essential Questions	Enduring Understandings	
N/A	N/A	
Grade Level Standards	Classroom Applications	
1.4.5.A.1 1.4.5.A.2 1.4.5.A.3	<p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p> <p>Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</p> <p>Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</p>	
Measures of Understanding		
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.		
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.		
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).		
Resources		
<ul style="list-style-type: none"> • Essential Elements 2000 Series • Standard of Excellence • Alfred Drum Method • Accent on Achievement • Yamaha Band Method • Measure of Success • Traditions of Excellence • Rubank Elementary Method Series • Appropriate Ensemble and Band arrangements • Emerging technologies as provided by the district • http://www.nj.gov/education/cccs/standards 		

Howell Township Public School Instrumental Music Curriculum Instructional Guide

For the purpose of this curriculum, once a skill is introduced it is continually reinforced at all subsequent levels.

I. Introduction to the Instrument

Students will become familiar with the mechanics of playing an instrument.

Topic/Skill	Beginner	Intermediate	Advanced
Case handling, Instrument, and Care and Maintenance			
Brass Instruments	X	X	
Woodwind Instruments	X		
Percussion Instruments	X		
How to Hold an Instrument			
Position of Instrument	X		
Hand Position	X		
Finger Position	X		
Tone Production			
Embouchure	X	X	
Tonguing	X		
Breathing	X		
Phrasing and Breath Control		X	
Other Musical Instruments			
Exploring Related Instruments		X	

II. Reading Musical Notation

The objective of music reading is to introduce the student to the concept of symbolic representation of music in a multi-cultural idiom.

Topic/Skill	Beginner	Intermediate	Advanced
Basic Notation			
Clefs	X		
Staff	X		
Bar Lines	X		
Measures	X		
Time Signatures			
Recognition	X	X	X
Use of Notes and Rhythms in 2/4, 3/4 and 4/4 time	X	X	
Use of Notes and Rhythms in 3/8, 6/8 and 2/2 time		X	X
Key Signatures			
Major Keys	X	X	X
Minor Keys			X
Rhythms			
Whole Notes	X		
Half Notes	X		
Quarter Notes	X		
Eighth Notes	X		
Sixteenth Notes		X	X
Dotted Rhythms	X	X	X
Syncopation		X	X
Chromatics			
Recognition	X	X	X
Accidentals	X	X	X
Enharmonic Equivalentents			X
Articulation			
Tonguing a) Single	X		
b) Staccato	X		
c) Legato		X	
Slurring	X		
Accents	X	X	
Markings, Signs and Terms			
Recognition	X	X	X

III. Range

The objective of instructional range is to facilitate the student's exposure to a wider variety of musical experiences.

Topic/Skill	Beginner	Intermediate	Advanced
Basic playing range for band instruments	X		
Extension of range commensurate with ability		X	X

IV. Development of Tone and Technique

Some of the objectives of tone and technique development are the recognition of music from noise, the development of hand-eye coordination, and auditory awareness.

Topic/Skill	Beginner	Intermediate	Advanced
Pitch Awareness			
Listening skills (ear training)	X		
Basic Range	X		
Extending Range and Interval Recognition		X	X
Lip Slurs		X	X
Playing in Tune			
Lip and Air support	X		
Work with an Electronic Tuner (Adjusting embouchure, reed and instrument)		X	X
Tone Quality			
Embouchure	X	X	
Proper Selection of Reed/Mouthpiece/Drum Sticks		X	
Fingering			
Basic Positions	X		
Alternate/Chromatic positions		X	X
Over the break for clarinets		X	
Basic Series of Rudiments for Drums	X		
Extension/Reinforcement of Rudiments for drum		X	X
Major Scales	X	X	X

V. Performance Opportunities

Some objectives of playing a musical instrument are to develop pride in an individual and group effort and accomplishment, understand the discipline necessary to part of an ensemble, learn proper rehearsal procedures, understand the role of the conductor, and evaluate and suggest improvements in performances.

Topic/Skill	Beginner	Intermediate	Advanced
Class Instruction	X	X	X
Small Ensembles (Within Class)	X	X	X
Full Ensemble Band (During the school day)	X	X	X
Additional Performing Opportunities		X	X

VI. Musical Literature and Styles

It is important that the student understand music in relation to history and culture. Musical selections during the year may include one or more of the following periods or styles: Baroque, Classical, Romantic, Contemporary, Latin, Jazz, and March. Selections, for either a forthcoming performance or a lesson, will vary depending on the group's ability and needs.

Topic/Skill	Beginner	Intermediate	Advanced
Exploration of Style	X	X	X

VII. Practice

Learning proper practice techniques is essential to mastering skills.

Topic/Skill	Beginner	Intermediate	Advanced
Effective Practice	X	X	X
Effective Techniques (Warm ups, technical exercises...)	X	X	X

VIII. Evaluation to Determine Mastery

Each student will be evaluated based on his demonstrated mastery of the basic musical categories listed in the preceding sections.

**Howell Township Public School
Instrumental Music Curriculum
Units/Topics of Study**

SUBJECT: Instrumental Music

GRADE: 4th-8th

UNIT TOPIC / CONCEPT: Musical Terminology

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
Students will be able to identify, perform, and evaluate music terminology.	<ul style="list-style-type: none"> ▪ Identify and perform dynamics ▪ Identify and perform tempos. Identify and perform articulations. ▪ Identify and perform different musical styles. 	<ul style="list-style-type: none"> ▪ Flash cards ▪ Posters ▪ Word Wall ▪ Woodwind Instruments ▪ Brass Instruments ▪ Percussion Instruments ▪ Musical examples ▪ Various Method Books ▪ Concert Band Music 	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Verbal and written question and answer ▪ Self Evaluation ▪ Peer Evaluation ▪ Worksheets ▪ Student Based Performance ▪ Benchmarks ▪ Technology 	<ul style="list-style-type: none"> ▪ Math- Counting rhythmic notation = Fraction ▪ Science- Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Students- Composer ▪ Writing- Musical Form ▪ World Language- expression notation

**Howell Township Public School
Instrumental Music Curriculum
Units/Topics of Study**

SUBJECT: Instrumental Music

GRADE: 4th-8th

UNIT TOPIC / CONCEPT: Musical Technique

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
Students will be able to identify, perform, and evaluate different aspects of Musical Technique.	<ul style="list-style-type: none"> ▪ Identify and perform different parts of instruments. ▪ Identify and perform proper sound production ▪ Identify and perform proper playing posture ▪ Identity and perform proper concert rehearsal technique 	<ul style="list-style-type: none"> ▪ Flash cards ▪ Posters ▪ Word Wall ▪ Woodwind Instruments ▪ Brass Instruments ▪ Percussion Instruments ▪ Musical examples ▪ Various Method Books ▪ Concert Band Music 	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Verbal and written question and answer ▪ Self Evaluation ▪ Peer Evaluation ▪ Worksheets ▪ Student Based Performance ▪ Benchmarks ▪ Technology 	<ul style="list-style-type: none"> ▪ Math- Counting rhythmic notation = Fraction ▪ Science- Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Students- Composer ▪ Writing- Musical Form ▪ World Language- expression notation

**Howell Township Public School
Instrumental Music Curriculum
Units/Topics of Study**

SUBJECT: Instrumental Music

GRADE: 4th-8th

UNIT TOPIC / CONCEPT: Instrumentation

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
Students will be able to identify Musical Instruments by sound, family, sight, and background.	<ul style="list-style-type: none"> ▪ Identify instruments by sight. ▪ Categorize instruments by family. ▪ Identify instruments and families by sound. ▪ Teacher modeling. 	<ul style="list-style-type: none"> ▪ Flash cards ▪ Posters ▪ Word Wall ▪ Woodwind Instruments ▪ Brass Instruments ▪ Percussion Instruments ▪ Musical examples ▪ Various Method Books ▪ Concert Band Music 	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Verbal and written question and answer ▪ Self Evaluation ▪ Peer Evaluation ▪ Worksheets ▪ Student Based Performance ▪ Benchmarks ▪ Technology 	<ul style="list-style-type: none"> ▪ Math- Counting rhythmic notation = Fraction ▪ Science- Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Students- Composer ▪ Writing- Musical Form ▪ World Language- expression notation

**Howell Township Public School
Instrumental Music Curriculum
Units/Topics of Study**

SUBJECT: Instrumental Music

GRADE: 4th-8th

UNIT TOPIC / CONCEPT: Rhythm

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
Students will be able to identify, perform, and evaluate rhythmic notation and their values.	<ul style="list-style-type: none"> ▪ Perform varied rhythmic sequences ▪ Identify note values ▪ Compose rhythmic sequences ▪ Teacher modeling. 	<ul style="list-style-type: none"> ▪ Flash cards ▪ Posters ▪ Word Wall ▪ Woodwind Instruments ▪ Brass Instruments ▪ Percussion Instruments ▪ Musical examples ▪ Various Method Books ▪ Concert Band Music 	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Verbal and written question and answer ▪ Self Evaluation ▪ Peer Evaluation ▪ Worksheets ▪ Student Based Performance ▪ Benchmarks ▪ Technology 	<ul style="list-style-type: none"> ▪ Math- Counting rhythmic notation = Fraction ▪ Science- Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Students- Composer ▪ Writing- Musical Form ▪ World Language- expression notation

**Howell Township Public School
Instrumental Music Curriculum
Units/Topics of Study**

SUBJECT: Instrumental Music

GRADE: 4th-8th

UNIT TOPIC / CONCEPT: Notation

STANDARD(S) 1.1, 1.2, 1.3, 1.4

Objectives	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
Students will be able to identify, perform, and evaluate Music notation and their values.	<ul style="list-style-type: none"> ▪ Identify notes on the staff on various clefs ▪ Perform varied melodic sequences ▪ Compose melodic sequences ▪ Teacher modeling. 	<ul style="list-style-type: none"> ▪ Flash cards ▪ Posters ▪ Word Wall ▪ Woodwind Instruments ▪ Brass Instruments ▪ Percussion Instruments ▪ Musical examples ▪ Various Method Books ▪ Concert Band Music 	<ul style="list-style-type: none"> ▪ Teacher Observation ▪ Verbal and written question and answer ▪ Self Evaluation ▪ Peer Evaluation ▪ Worksheets ▪ Student Based Performance ▪ Benchmarks ▪ Technology 	<ul style="list-style-type: none"> ▪ Math- Counting rhythmic notation = Fraction ▪ Science- Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Students- Composer ▪ Writing- Musical Form ▪ World Language- expression notation