

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

BOARD APPROVED: December 12, 2012

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Philosophy

The performance of instrumental music in the band setting provides Howell Township students with a very 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

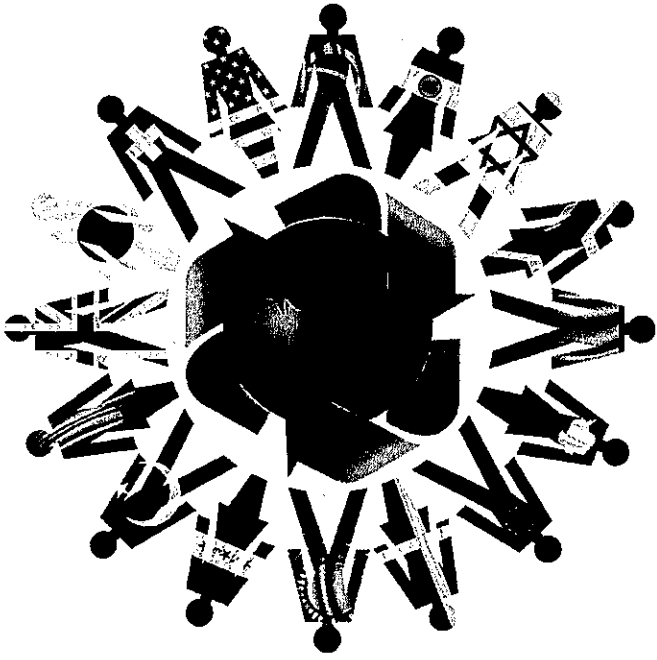
In conclusion, it is the belief that the instrumental music education program offered in Howell Township is designed to equip students to display the skills necessary to evaluate, perform and create music.

Forward

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, the criteria used for evaluating music.

Students are offered many different playing 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.



PROGRESS INDICATORS

Content Area		Visual and Performing Arts	
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.	
Strand		B. Music	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in MUSIC.</p> <p>Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and <u>listening skill</u>, and temporal spatial reasoning ability is connected to listening skill.</p> <p>The <u>elements of music</u> are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	1.1.5.B.1	Identify the <u>elements of music</u> in response to aural prompts and printed music notational systems.
8	<p>NOTE: By the end of grade 8, those students choosing MUSIC as their required area of specialization demonstrate <u>COMPETENCY</u> in the following content knowledge and skills.</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>Compositional techniques used in different styles and <u>genres</u> of music vary according to prescribed sets of rules.</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.
		1.1.8.B.1	Analyze the application of the <u>elements of music</u> in diverse Western and non-Western musical works from different <u>historical eras</u> using active listening and by reading and interpreting written scores.
		1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the <u>elements of music</u> in diverse styles and genres of musical compositions.

Content Area	Visual and Performing Arts		Cumulative Progress Indicator (CPI)
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.		
Strand	A. History of the Arts and Culture		
By the end of grade	Content Statement	CPI#	
5	<p>NOTE: By the end of grade <u>5</u>, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in <u>DANCE, MUSIC, THEATRE, and VISUAL ART.</u></p> <p>Art and culture reflect and affect each other.</p> <p>Characteristic approaches to content, form, style, and design define art genres.</p> <p>Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</p>	<p>1.2.5.A.1</p> <p>1.2.5.A.2</p> <p>1.2.5.A.3</p>	<p>Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.</p> <p>Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p>
8	<p>NOTE: By the end of grade <u>8</u>, all students demonstrate <u>COMPETENCY</u> in the following content knowledge and skills for their required area of specialization in <u>DANCE, MUSIC, THEATRE, or VISUAL ART.</u></p> <p>Technological changes have and will continue to substantially influence the development and nature of the arts.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural morals and personal aesthetics throughout the ages.</p>	<p>1.2.8.A.1</p> <p>1.2.8.A.2</p> <p>1.2.8.A.3</p>	<p>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>

Content Area	Visual and Performing Arts	
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.	
Strand	B. Music	
By the end of grade	Content Statement	Cumulative Progress Indicator (CPI)
5	<p>NOTE: By the end of <u>grade 5</u>, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in MUSIC.</p> <p>Complex scores may include compound meters and the grand staff.</p> <p>Proper vocal production and <u>vocal placement</u> improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</p> <p><u>Music composition</u> is governed by prescribed rules and forms that apply to both improvised and scored music.</p> <p>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</p>	<p>Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</p> <p>Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</p> <p>Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p>
8	<p>NOTE: By the end of <u>grade 8</u>, those students choosing MUSIC as their required area of specialization demonstrate <u>COMPETENCY</u> in the following content knowledge and skills.</p> <p>Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</p> <p>Stylistic considerations vary across <u>genres</u>, cultures, and</p>	<p>1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, <u>mixed meter</u>, and <u>compound meter</u>.</p> <p>1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.</p> <p>1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.</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.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.</p> <p>1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic</p>

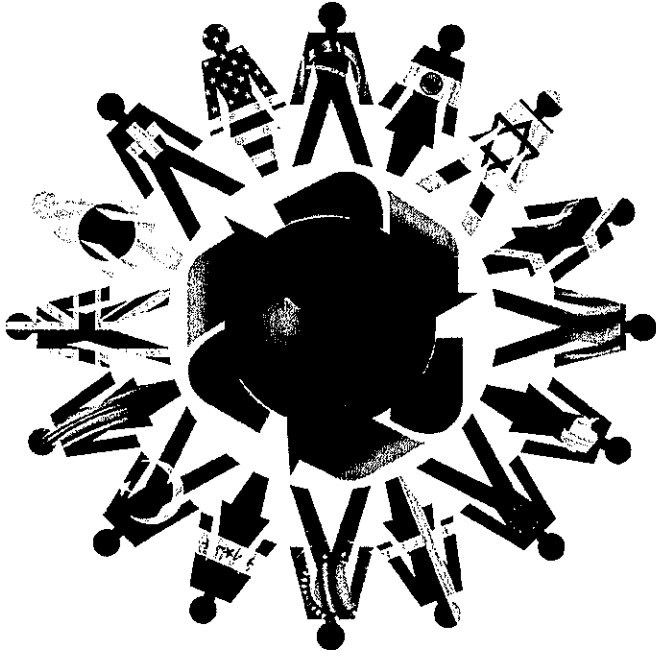
<p><u>historical eras.</u></p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of <u>historical eras</u> and <u>genres</u> of music.</p>		<p>characteristics of the genre.</p> <p>Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p>
	<p>1.3.8.B.3</p>	
	<p>1.3.8.B.4</p>	<p>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p>

Content Area	Visual and Performing Arts		
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.		
Strand By the end of grade	A. Aesthetic Responses		
	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.</p> <p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, <u>mediums</u>, messages, themes).</p> <p><u>Formalism</u> 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 <u>genre</u> provides the foundation for making value judgments about the arts.</p>	<p>1.4.5.A.1</p> <p>1.4.5.A.2</p> <p>1.4.5.A.3</p>	<p>Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p>
8	<p>NOTE: By the end of grade 8, all students demonstrate <u>COMPETENCY</u> in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of <u>archetypal</u> or <u>consummate works of art</u> requires knowledge and understanding of culturally specific art within historical contexts.</p>	1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

<p>Art may be used for <u>utilitarian and non-utilitarian</u> purposes.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to <u>historical era</u> and <u>genre</u>.</p>	<p>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p> <p>Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p>
<p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <u>genre's</u> stylistic traits.</p>	<p>Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>
<p>Symbolism and metaphor are characteristics of art and art-making.</p>	<p>Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>
<p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.</p>
<p>Artwork may be both <u>utilitarian and non-utilitarian</u>. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	<p>Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>

Content Area	Visual and Performing Arts	
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.	
Strand	B. Critique Methodologies	
By the end of grade	Content Statement	Cumulative Progress Indicator (CPI)
5	<p>NOTE: By the end of grade 5, all students demonstrate <u>BASIC LITERACY</u> in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.</p> <p>Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p> <p>Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p> <p>While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology</u>.</p> <p>Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</p> <p>Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the</p>	<p>1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p> <p>1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.</p> <p>1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>

	<p>work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).</p>		
8	<p>NOTE: By the end of <u>grade 8</u>, all students demonstrate <u>COMPETENCY</u> in the following content knowledge and skills for their required area of specialization in <u>DANCE, MUSIC, THEATRE, or VISUAL ART</u>.</p> <p>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p> <p>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</p> <p>Universal elements of art and principles of design apply equally to artwork across cultures and <u>historical eras</u>.</p>	<p>1.4.8.B.1</p> <p>1.4.8.B.2</p> <p>1.4.8.B.3</p>	<p>Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.</p> <p>Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p> <p>Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>



CURRICULUM AND APPLICATION



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.

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 musical 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.

- 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.

Measures of Understanding

1.1.5.B.2

- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic 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 measure, clefs, time signatures, note values, staff, and barlines.
- Practice listening skills for hearing rhythm in text, and notational skills, using either written notation or computer assisted notation software, such as Finale or Sibelius.
- Record and rehearse compositions using digital recording devices and rehearsal software, such as Smart Music or Practica Musica or freeware, such as practicespot.com.

Resources

- using either written notation or computer assisted notation software, such as Finale or Sibelius.
- digital recording devices
- a rehearsal software, such as Smart Music or Practica Musica or freeware, such as practicespot.com , www.Noteflight.com, www.Musicscore.com.
-
- Essential Elements 2000 Series
- Standard of Excellence
- Alfred Drum Method
- Accent on Achievement
- Yamaha Band Method
- Measure of Success
- Traditions of Excellence
- Rubank Elementry Method Series
- Appropriate Ensemble and Band arrangements
- <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

generation of musicians and signal the beginning of a new music genre

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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<p>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.</p>	<p>Instrumental Music grades 4-8</p>
<p>Essential Questions</p> <p>How does creating and performing music differ from viewing / listening to music ?</p> <p>To what extent does the viewer properly affect and influence music and the musician and to what extent is the music for the musician ?</p>	<p>Enduring Understandings</p> <p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>Though the musician's / composer's imagination and intuition drive the work, great musicians require skills and discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
<p>Grade Level Standards</p> <p>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.</p> <p>Prescribed forms and rules govern <u>music composition</u>, rhythmic accompaniment, and the harmonizing of parts.</p>	<p>Classroom Applications</p> <p><u>CPI</u> 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.</p> <p><u>CPI</u> 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.</p>

Measures of Understanding

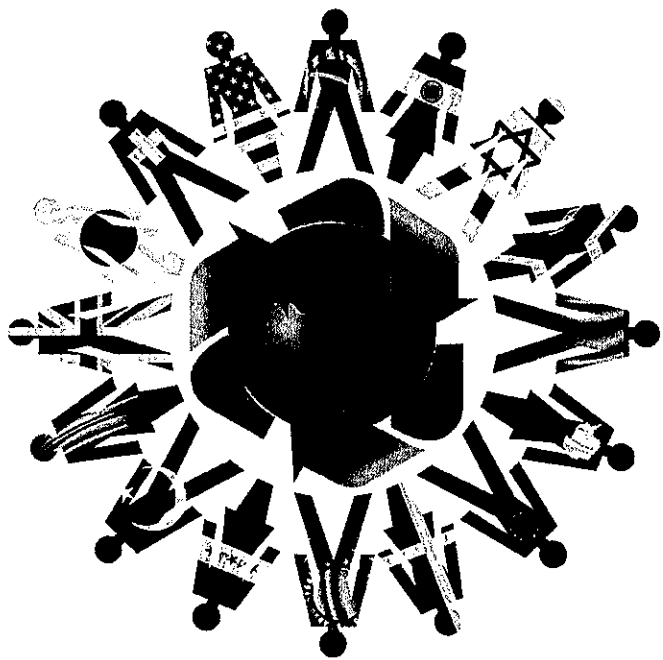
Discuss and demonstrate and decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Resources

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<p>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.</p>	<p>Instrumental Music grades 4-8</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<p>N/A</p>	<p>N/A</p>
<p>Grade Level Standards</p> <p>1.4.5.A.1 1.4.5.A.2 1.4.5.A.3</p>	<p>Classroom Applications</p> <p>Works of art may be organized according to their functions and artistic purposes (e.g., genres, <u>mediums</u>, messages, themes).</p> <p><u>Formalism</u> 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 <u>compositional design</u> and <u>genre</u> provides the foundation for making value judgments about the arts.</p>
<p>Measures of Understanding</p> <p>Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p>	
<p>Resources</p> <ul style="list-style-type: none"> Essential Elements 2000 Series Standard of Excellence 	

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INSTRUCTIONAL GUIDE



Scope and Sequence [State Standard (National Standard)]

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.

A. Case Handling, Instrument Assembly, Care and Maintenance:

Skill	Beginner	Intermediate	Advanced
1. Brass Instruments	X	X	
2. Woodwind Instruments	X		
3. Percussion Instruments	X		

B. How To Hold an Instrument

Skill	Beginner	Intermediate	Advanced
1. Position of Instrument	X		
2. Hand Position	X		
3. Finger Position	X		

C. Tone Production

Skill	Beginner	Intermediate	Advanced
1. Embouchure	X		
2. Tonguing	X	X	
3. Breathing	X		
4. Phrasing and Breath Control		X	

D. Other Musical Instruments

Skill	Beginner	Intermediate	Advanced
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.

A. Basic Notation

Skill	Beginner	Intermediate	Advanced
1. Clefs	X		
2. Staff	X		
3. Bar Lines	X		
4. Measures	X		
5. Repeat Signs	X		

B. Time Signatures

Skill	Beginner	Intermediate	Advanced
Recognition	X	X	X

C. Key Signatures

Skill	Beginner	Intermediate	Advanced
1. Major Keys	X	X	X
2. Minor Keys			X

D. Rhythms

Skill	Beginner	Intermediate	Advanced
1. Whole Notes	X		
2. Half Notes	X		
3. Quarter Notes	X		
4. Eighth Notes	X		
5. Sixteenth Notes		X	X
6. Dotted Rhythms	X	X	X
7. Syncopation		X	X
8. Use of Notes and Rhythms in 2/4, 3/4 and 4/4 time	X	X	
9. Use of Notes and Rhythms in 3/8, 6/8 and 2/2 time		X	X

E. Chromatics

Skill	Beginner	Intermediate	Advanced
Recognition	X	X	X

F. Articulation

Skill	Beginner	Intermediate	Advanced
1. Tonguing			
a. Single	X		
b. Staccato	X		
c. Legato		X	
2. Slurring	X		
3. Accents	X	X	

G. Markings, Signs, and Terms

Skill	Beginner	Intermediate	Advanced
Recognition	X	X	X

III. Range

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

Skill	Beginner	Intermediate	Advanced
1. Basic Playing Range for Band Instruments	X	X	
2. Extension of range commensurate with ability			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 eye-hand coordination, and auditory awareness.

Skill	Beginner	Intermediate	Advanced
1. Pitch Awareness			
a. Listening Skills (Developing Ear)	X	X	
b. Extending Range and Interval Recognition	X	X	
c. Lip Stirs (Brass Instruments)			
2. Playing in Tune			
a. Lip and Air Support	X		
b. Work with an Electronic Tuner (Adjusting Embouchure, Reed, and Instrument)		X	X
3. Tone Quality			
a. Embouchure	X	X	
b. Proper Selection of Reed/Mouthpiece/Drum Sticks		X	

4. Fingering				
a. Basic Positions	X			X
b. Alternate Positions		X		
c. Over Break for Clarinets		X		
d. Basic Series of Rudiments for Drums	X			X
e. Extension/Reinforcement of Rudiments for Drums		X		
5. Major Scales			X	X

V. Playing Opportunities

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

Skill	Beginner	Intermediate	Advanced
1. Class Instruction	X	X	X
2. Ensembles (Within Class)	X	X	X
3. Band (During School Day)	X	X	X
4. 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.

Skill	Beginner	Intermediate	Advanced
1. Reception	X	X	X

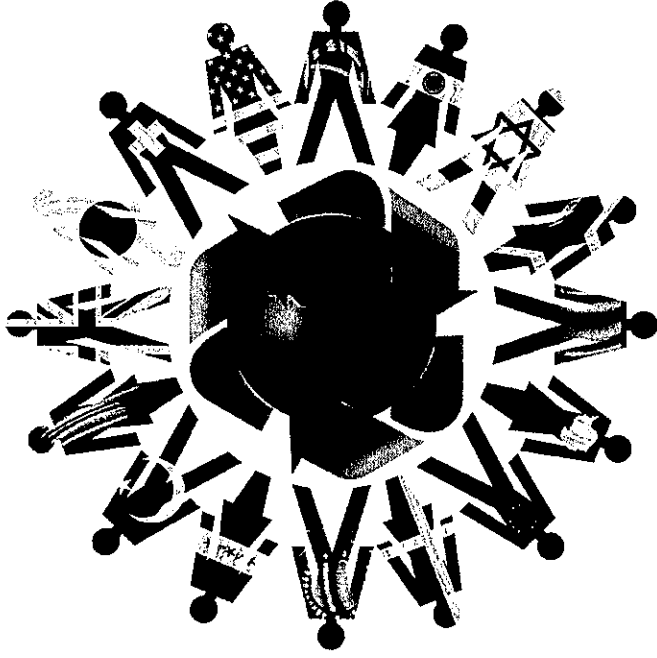
VII. Practice

Learning proper practice techniques is essential to mastering skills.

Skill	Beginner	Intermediate	Advanced
1. Effective Practice	X	X	X
2. Effective Techniques (Study Skills, Problem Solving, Techniques)	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.



Units/Topics of Study

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: Instrumental Music

GRADE: 4th – 8th Grade

UNIT TOPIC / CONCEPT: Musical Terminology

STANDARD(S): 1.1, 1.2, 1.3, 1.4

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Students will be able to identify, perform, and evaluate Music terminology.</p>	<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"> ▪ Orff Instruments ▪ 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 	<ul style="list-style-type: none"> ▪ Math -Counting rhythmic notation = Fraction ▪ Science – Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Studies- Composer ▪ Writing- Musical Form

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: Instrumental Music
GRADE: 4th – 8th Grade
UNIT TOPIC / CONCEPT: Musical Technique
STANDARD(S): 1.1, 1.2, 1.3, 1.4

Objective(s)	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. ▪ Identify and perform proper concert rehearsal etiquette. 	<ul style="list-style-type: none"> ▪ Orff Instruments ▪ 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 	<ul style="list-style-type: none"> ▪ Math -Counting rhythmic notation = Fraction ▪ Science – Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Studies- Composer ▪ Writing- Musical Form

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: Instrumental Music
GRADE: 4th – 8th Grade
UNIT TOPIC / CONCEPT: Instrumentation
STANDARD(S): 1.1, 1.2, 1.3, 1.4

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Students will be able to identify Musical Instruments by sound, family, sight, and background.</p>	<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"> ▪ Orff Instruments ▪ 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 	<ul style="list-style-type: none"> ▪ Math -Counting rhythmic notation = Fraction ▪ Science – Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Studies- Composer ▪ Writing- Musical Form

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: Instrumental Music
GRADE: 4th – 8th Grade
UNIT TOPIC / CONCEPT: Rhythm
STANDARD(S): 1.1, 1.2, 1.3, 1.4

Objective(s)	Procedure (s)	Materials / Resources	Assessment	Interdisciplinary Unit (I) Activities (A)
<p>Students will be able to identify, perform, and evaluate rhythmic notation and their values.</p>	<ul style="list-style-type: none"> ▪ Perform varied rhythmic sequences. ▪ Identify note values. ▪ Compose rhythmic sequences ▪ Teacher modeling. 	<ul style="list-style-type: none"> ▪ Orff Instruments ▪ 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 	<ul style="list-style-type: none"> ▪ Math -Counting rhythmic notation = Fraction ▪ Science – Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Studies- Composer ▪ Writing- Musical Form

**Howell Township Public School
Fine Arts Curriculum**

SUBJECT: Instrumental Music
GRADE: 4th – 8th Grade
UNIT TOPIC / CONCEPT: Notation
STANDARD(S): 1.1, 1.2, 1.3, 1.4

Objective(s)	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"> ▪ Orff Instruments ▪ 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 	<ul style="list-style-type: none"> ▪ Math -Counting rhythmic notation = Fraction ▪ Science – Tone production/vibration ▪ Language Arts- Vocabulary ▪ Social Studies- Composer ▪ Writing- Musical Form