

Fairfield Board of Education Instrumental Music Curriculum

Grades 4-6



Completed by the following committee
June 2017

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**ELEMENTARY INSTRUMENTAL MUSIC
LEVELS I, II, AND III**

Board Approved: July 25, 2017

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 response to instrumental music and will	<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>1.3.8.B.3 - Apply theoretical</p>

<p>develop, apply, and reflect upon knowledge of process of critique.</p>	<p>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 ● Per IEP requirements
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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.

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.

Interdisciplinary Connections

Performing Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Music history has global implications, and is connected to people, places, and events of the past. The study of music focuses on deep understanding of concepts that enable students to think critically and systematically through singing, playing, listening, and movement.

Visual Arts, performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation.

Integration of the Technology Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

Integration of 21st century skills through NJSL 9

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

Integration of 21st century Life and Career skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the music field, exploration of technology career options, school performances as well as outside competitions eg. Dorney Park.

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 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

Grade	September	October	November	December	January
4	Assembly/Di sassembly, Cleaning, Holding instruments	Making a sound, Playing first 5 notes, using the bow	Quarter Notes, Half Notes, Whole Notes & Rests	Eighth notes and rests, adding new notes	Playing longer songs (4 to 5 lines)
5	Ties, Slurs, Breath Marks, Lift bow	pick up notes, D.C. Al Fine,	Minor Finger Patterns, New Notes	1st and 2nd endings, Theme and Variations	Slurs, Hooked bow
6	Key Signatures (different finger patterns and fingerings)	D.C. Al Fine, D.S. Al Fine., Coda	Ties, Slurs, Hooked Bow, Concert Bb scale, Chords	Syncopation, Enharmonics	New Notes, Playing in two part harmony, duets

Grade	February	March	April	May	June
4	Ties, Slurs, Breath Marks	Double Stops, accents, dotted half notes	Dynamics, $\frac{3}{4}$ time signature	Concert Preparation	Key Signatures
5	Staccato, Legato, Tenuto	Adding Flats and Sharps to notes`	ties over a measure, dotted quarter/eighth note rhythm	register jumps (over the break), conducting in 4 and 3	Concert Preparation
6	Register Jumps, Conducting in 2/4 time	Cut time, new notes	Being able to play in three different key signatures	Rhythm Challenges, Scale Challenges	Concert Preparation