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OCEAN COUNTY
Instrumental Music
Curriculum

Content Area: Music

Course Title: Instrumental Music — **Grade Level: 4-12**

UNIT 1: Beginner level Instrumental Music	Grades 4-6	pages 2-5
UNIT 2: Intermediate Level Instrumental Music	Grades 6-8	pages 6-10
UNIT 3 Advanced Level Instrumental Music	Grades 9-12	pages 11-15

Note:
Grade levels are approximate. Differences will arise based on district configurations, time considerations, and when students become active participants in the program.

In addition, there are interdisciplinary connections listed where no specific standard is addressed. For example, math is addressed mainly through rhythms and time signatures and music vocabulary is primarily in Italian. Social Studies is addressed in the discussion of historical periods and culture, however, they integrate more as part of musical repertoire rather than directly align with what students study in Social Studies at grade level.

Content Area: Music (Instrumental)

Grade/Subject: Beginner Level; Approximate grades 4-6

Basic Summary: BASIC SKILLS; TONE PRODUCTION; SPECIAL TECHNIQUES; MUSICAL CONCEPTS; MUSICAL CONTEXT

Primary interdisciplinary connections: Math, Social Studies, World Language, Technology

21st century themes: Global Awareness, Creativity and Innovation, Communication and Collaboration, Critical thinking and problem solving, leadership and responsibility, flexibility and adaptability, productivity and accountability

STAGE 1 – DESIRED RESULTS

New Jersey State Standards:
Learning Standards for Music

Standard 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 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 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.

Standard 4: Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.

New Jersey Technology Standards

Standard 8.1 Educational 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.

Standard 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology engineering, technological, design and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator
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.
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 art 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.
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.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
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.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	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).
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.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
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.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
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.
Options for Meeting Technology Requirements	
8.1.4.A.4	Create a simple spreadsheet, enter data, and interpret the information

8.1.4.A.5	Determine the benefits of a wide range of digital tools by using them to solve problems
8.1.4.D.2	Analyze the need for and use of copyrights.
8.2.4.A.2.	Compare and contrast how a product has changed over time due to economic, political and / or cultural influences using a digital format.

Understanding(s) /Big Ideas:	Essential Question(s):
- Proper tone production is achieved by employing specific techniques for each musical instrument. - Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. - Different musical styles are representing in a variety of repertoire. - Proper care and maintenance of instruments and materials are essential to student progress. - Regular practice is essential to student progress. - Listening skills and positive collaborative behaviors can result in quality performance. - Music has a structure recognizable through same and different sections.	- How do you properly produce a sound on your instrument? - How do we read musical notation? - What is style in music? - How do we assemble and care for our instrument and music? - How do we practice on our instrument? - How do we successfully rehearse and perform with other musicians? - How do we identify and express a musical phrase?

STAGE 2 – ASSESSMENT EVIDENCE

Formative Assessments	Summative Assessments
- Signed practice logs - Teacher will evaluate student performance using a basic performance rubric - Students will evaluate themselves and peers using the performance rubric - Written and/or verbal quizzes, tests, and exit slips	- Teacher will evaluate student performance using a basic performance rubric on a quarterly basis for grading - Written and/or verbal quizzes, tests, and exit slips

STAGE 3 – LEARNING TARGETS

Learning Targets:
Students will:
- Prepare repertoire and present performances

- Identify and use appropriate practice skills in class and at home
- Understand meter and key signatures
- Learn up to 3 major scales and arpeggios appropriate to the instrument
- Use proper playing posture
- Produce sounds demonstrating characteristic tone quality and basic expressive elements and articulation
- Demonstrate proper techniques on BRASS, WOODWIND, STRING, and PERCUSSION instruments.
- Count and perform rhythm patterns combining various notes and rests
- Recognize identifying elements of music from various historic periods, musical styles and cultures
- Perform each piece in the appropriate style
- Perform alone and with other musicians
- Understand basic copyright laws concerning printed and digital materials (tech)
- Describe historical changes to the production of their instrument over time (tech)
- Compose a spreadsheet of practice minutes using basic software (tech)
- Use instructional web videos to solve problems such as embouchure, fingering technique, and assembly and care of instrument (tech)
- Use performance evaluation software, such as SMARTMUSIC, to monitor and evaluate performance progress (tech)

Modifications (ELL's, Special Education, Gifted and Talented)
ELL- slower-paced instruction and more modeling
Special Education- simplification of written or improvised parts; highlighting music, enlarging music, using auditory equipment, slower-paced instruction, and other modifications specific to individual
Gifted and Talented: Advanced supplementary materials, increased performance opportunities, peer-tutoring
SRSF- recommended specific practice routine, contact home, progress reports

Curriculum Development Resources/ Instructional Materials/ Equipment Needed/Teacher Resources
District-approved beginning band or string method books
A variety of musical scores grades 1 to 1.5
Solo, duet, and ensemble musical selections

Content Area: Music (Instrumental)

Grade/Subject: Intermediate Level; Approximate grades 6-8

Basic Summary: INTERMEDIATE LEVEL SKILLS; TONE PRODUCTION; SPECIAL TECHNIQUES; MUSICAL CONCEPTS; MUSICAL CONTEXT

Primary interdisciplinary connections: Math, Social Studies, World Language, Technology

21st century themes: Global Awareness, Creativity and Innovation, Communication and Collaboration, Critical thinking and problem solving, leadership and responsibility, flexibility and adaptability, productivity and accountability

STAGE 1 – DESIRED RESULTS

New Jersey State Standards:
Learning Standards for Music

Standard 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 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 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.

Standard 4: Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.

New Jersey Technology Standards

Standard 8.1 Educational 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.

Standard 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology engineering, technological, design and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras 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 elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	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.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	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.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
Options for Meeting Technology Requirements	
8.1.8.A.4	Generate a spreadsheet to calculate, graph and present information.
8.1.8.A.5	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
8.1.8.C.1	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem / issue and propose possible solutions.
8.2.8.G.2	Explain the interdependence of a subsystem that operates as part of a system.

Understanding(s) /Big Ideas:

- Proper tone production is achieved by employing specific techniques for each musical instrument.
- Improving and strengthening embouchure, memorizing fingerings, bowing and percussion techniques, scale patterns and rudiments contribute to overall technique.
- Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- Different musical styles are demonstrated by performing a variety of repertoire from different cultures and historical time periods.
- Regular practice is essential to student progress.
- Listening skills and positive collaborative behaviors can result in quality performance.
- Different articulations achieve different expressive effects.
- Improvisation is a performance and compositional technique employed in certain styles of music.
- Larger musical works consist of smaller parts working in collaboration.

Essential Question(s):

- How do you properly produce a more developed and consistent sound on an instrument?
- Are there different ways of notating music?
- How do we increase the range of notes rhythms, and improved techniques on our instrument?
- What are the elements of a productive practice session?
- What are some more subtle differences in musical style?
- How do we use different articulations to create different expressions while performing music?
- What is improvisation and what are some improvisational techniques?
- How do we successfully rehearse and perform alone and with other musicians?
- What are appropriate ways of communicating with the director and peers about issues with music during class, rehearsal, and from home?
- How does my individual part contribute to the overall musical effect of a work?

STAGE 2 – ASSESSMENT EVIDENCE

Formative Assessments	Summative Assessments
- Signed practice logs - Teacher will evaluate students' performance using a basic performance rubric - Students will evaluate themselves and peers using the performance rubric - Written and/or verbal quizzes, tests, and exit slips	- Teacher will evaluate students' performance using a basic performance rubric on a quarterly basis for grading - Written and/or verbal quizzes, tests, and exit slips

STAGE 3 – LEARNING TARGETS

Learning Targets:
Students will:
- Identify and perform exercises, rudiments, scales, and songs in an increasing variety of major and minor keys.
- Perform chromatic scale
- Accurately read, count, and play more advanced rhythm patterns
- Use proper playing posture
- Produce sounds demonstrating characteristic tone quality and basic expressive elements with different articulations
- Demonstrate proper techniques on BRASS, WOODWIND, STRING, and PERCUSSION instruments.
- Recognize identifying elements of music from various historic periods, musical styles and cultures
- Perform each piece in the appropriate style
- Perform alone and with other musicians in a variety of performance groups
- Gain skill in sight-reading
- Experiment with alternate forms of notation
- Increase use of music specific vocabulary
- Explore basic improvisation technique
- Graph their practice time using a spreadsheet (tech)
- Use performance evaluative software, such as SMARTMUSIC, to evaluate performance (tech)
- Use appropriate social media student sites (such as EDMODO) to communicate and collaborative with one another about practice and rehearsal techniques and improving specific music techniques on their instrument (tech)
- Understand and describe how one part fits in with many other instrumental music parts to create an overall effect (tech)

Modifications (ELL's, Special Education, Gifted and Talented)
ELL- slower-paced instruction and more modeling

Special Education- simplification of written or improvised parts; highlighting music, enlarging music, auditory equipment, slower-paced instruction and other modifications as individually necessary

Gifted and Talented: Advanced supplementary materials, increased performance opportunities, peer-tutoring

SRSF- recommended specific practice routine, contact home, progress reports

Curriculum Development Resources/ Instructional Materials/ Equipment Needed/Teacher Resources

District-approved beginning band or string method books

A variety of musical scores grades 1.5 to 3

Solo, duet, and ensemble musical selections

Content Area: Music (Instrumental)

Grade/Subject: Advanced Level; Approximate grades 9-12

Basic Summary: ADVANCED LEVEL SKILLS; TONE PRODUCTION; SPECIAL TECHNIQUES; MUSICAL CONCEPTS; MUSICAL CONTEXT, VARIED PERFORMANCE TECHNIQUES.

Primary interdisciplinary connections: Social Studies, Technology, Career Readiness, Career Technical Education

21st century themes: Global Awareness, Creativity and Innovation, Communication and Collaboration, Critical thinking and Problem Solving, Leadership and Responsibility, Flexibility and Adaptability, Productivity and Accountability

STAGE 1 – DESIRED RESULTS

New Jersey State Standards:
Learning Standards for Music

Standard 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 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 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.

Standard 4: Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in dance, music, theatre, and visual art.

New Jersey Technology Standards

Standard 8.1 Educational 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.

Standard 8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology engineering, technological, design and the designed world as they relate to the individual, global society, and the environment.

CPI#	Cumulative Progress Indicator
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Options for Meeting Technology Requirements

8.1.12.D.2	Demonstrate appropriate use of copyrights, fair use and creative commons.
8.1.12.F.2	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.
8.2.12.F.2	Explain how material science impacts the quality of products.

Options for Meeting Career and Readiness Standards

9.2.12.C.1	Review career goals and determine steps necessary for attainment.
9.3.12.AR.3	Analyze the lifestyle implications and physical demands required in the arts, audio-visual technology, and communications workplace.
9.3.12.AR.5	Describe the career opportunities and the means to achieve those opportunities in each of the arts, AV technology, and communications career pathways.

Understanding(s) /Big Ideas:	**Essential Question(s):**
- Proper tone production is achieved by employing specific techniques for each musical instrument. - Improving and strengthening embouchure and memorizing fingerings and scale patterns contribute to overall technique. - Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo. - Different musical styles are demonstrated by performing a variety of repertoire from different cultures and historical time periods. - Regular practice is essential to student progress. - Listening skills and positive collaborative behaviors can result in quality performance. - Articulation, dynamics, changes in embouchure, bowing and rudimentary techniques can be used to achieve different sounds and musical effects.	- How do you adjust tone based on the style of music? - How do we interpret and perform new notation? - What are the different expressive qualities used in music and how do we play them? - How do we read in different time signatures, key signatures and tempos? - What are the differences in time commitment and effort between a recreational musician and a professional musician? - What professional and various cultural performance groups use my instrument? - What is involved in producing an original piece of music or arranging an existing piece of music? - How can I use improvisation in appropriate pieces of music? - How can I use different music critique systems or rubrics to improve performance?

• Different articulations achieve different expressive effects. • Improvisation is a performance and compositional technique employed in certain style of music. • Larger musical works consist of smaller parts working in collaboration. • Different time signatures, key signatures and tempo markings result in different effects. • Study of instrumental music can be recreational or a pathway to a career. • Viewing and listening to various performances enhances performance knowledge and technique. • Instrumental arranging skills require understanding of music composition. • Improvisation is a compositional technique employed in certain styles and situations. • Although music preference is individual there are certain qualities that are demonstrated by professionals and professional groups. • Different physical materials and design techniques in instrumental design affect sound quality.	• What makes a stand-out musician or performing group? • How do we increase the range of notes on our instrument? • What are the elements of a productive practice session? • What are some more subtle differences in musical style? • How do we use different articulations to create different expressions while performing music? • What is improvisation and what are some improvisational techniques? • How do we successfully rehearse and perform with other musicians? • How does my individual part contribute to the overall musical effect of a work? • How do copyrights work in using, copying and creating music? • How can instruments made with different materials and techniques contribute to different sounds?

STAGE 2 – ASSESSMENT EVIDENCE

Formative Assessments	**Summative Assessments**
• Practice logs. • Teacher will evaluate students' performance using a basic performance rubric • Students will evaluate themselves and peers using the performance rubric • Written and/or verbal quizzes, tests, and exit slips	• Teacher will evaluate students' performance using a basic performance rubric on a quarterly basis or as appropriate for grading • Written and/or verbal quizzes, tests, and exit slips

STAGE 3 – LEARNING TARGETS

Learning Targets:

Students will:
- Recognize different scale forms and perform a variety of scales, arpeggios and rudiments in major, minor and chromatic keys.
- Prepare for all varieties of performance opportunities.
- Accurately read, count, and play more advanced rhythm patterns
- Demonstrate proper techniques on BRASS, WOODWIND, STRING, and PERCUSSION instruments.
- Recognize identifying elements of music from various historic periods, musical styles and cultures
- Perform each piece in the appropriate style
- Perform alone and with other musicians in a variety of performance groups
- Gain skill in sight-reading
- Increase use of music specific vocabulary
- Expand improvisation technique where appropriate
- Increase repertoire including music with different time signatures, key signatures and tempo markings.
- Explore both recreational and occupational paths involving music
- Explore and develop music critique forms for self and other performance groups
- Recognize there are various ways to arrange and/or compose music
- Explain copyright laws in reference to performing, copying, and creating music (tech)
- Use performance evaluative software, such as SMARTMUSIC, or compositional software to evaluate performance and create or arrange music (tech)
- Compare the quality of sound of instruments and instrument parts made from different materials and makers. (tech)
- Understand and describe how one part fits in with many other instrumental music parts to create an overall effect (tech)

Modifications (ELL's, Special Education, Gifted and Talented)
ELL- slower-paced instruction and more modeling
Special Education- simplification of written or improvised parts; highlighting music, enlarging music, using specific sound technology, slower-paced instruction, or other modification as appropriate
Gifted and Talented: Advanced supplementary materials, increased performance opportunities, peer-tutoring
SRSF- recommended specific practice routine, contact home, progress reports

Curriculum Development Resources/ Instructional Materials/ Equipment Needed/Teacher Resources
Method books or teacher-developed materials appropriate to the instrument or group
A variety of musical scores up to grade 4
Solo, duet, and ensemble musical selections

Ocean County Instrumental Music Curriculum
Additional Resources
- Technology Resources
- Sample Unit/ Lessons Plans

- Sample Rubrics

Technology Resources

http://www.classicsforkids.com/
Synopsis of classical composer's lives and work and sample music
www.drumrudiments.com
Videos and print of different drum rudiments.
http://www.nafme.org/
http://www.readwritethink.org/classroom-resources/lesson-plans/copyright-infringement-debate-over-855.html
Full lesson on appropriate copyright and downloading of music; appropriate grades 9-12 but may be modified for grade 8.

Included here are units that address some of the less familiar standards that may be more difficult to incorporate in an instrumental music setting. The units can be adapted to your time frame and situation. Here we designed them to spread out over a course of several lessons. Instead of doing the unit all at once, you would do sections of it at a time in each lesson. Performance is usually our priority as band and orchestra directors so it isn't feasible to set aside whole lessons to address some of the other standards such as history, technology, and career awareness. We hope you can find these useful in any form you choose.

Unit 1: Beginning Level Improvisation
Unit 2: Intermediate Level cultural awareness
Unit 3: Advanced Level music, technology, and career readiness

Unit: Beginning Improvisation Instrumental Music

Grade Level: 4 and 5   **Time Frame:** 5 Sessions   **Subject/Topic Area: Rhythmic and Melodic Improvisation**
Content Standards/Interdisciplinary Standards:

- 1.3.5.B.3   Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

Key Words: improvisation, rhythm, melody, pitches, phrase
Unit Objectives:

- Students will be able to understand, apply, and perform rhythmic improvisation
- Students will be able to understand, apply, and perform basic melodic improvisation within a specific rhythmic structure
- Students will be able to understand, apply, and perform full improvisation of songs using question and answer phrases and free form improvisation

Performance Tasks/Activities:

- **Beginner Level**
  Demonstrate, imitate, and perform basic rhythmic improvisation using learned rhythmic patterns
    o Take whole notes at the end of songs/lessons and change the ending to another rhythm pattern such as 2 half notes, 4 quarter, etc.; most useful using concert music
    o Use Exercise # 85 in essential elements book to improvise rhythms

- **Intermediate Level**
  Demonstrate imitate, and perform basic melodic improvisation using an established rhythm pattern
    o Use a rhythm pattern such as "rhythm raps" in the book first using one note of choice, than two, than three etc.

- **Advanced Level**
  Demonstrate, imitate, and perform basic melodic and rhythmic improvisation using question and answer phrases again using established rhythm pattern.

- o Use exercises on p.44 of essential elements developing question and answer phrases, phrase builders (rhythm provided) and finally free improvisation.

Differentiation Strategies: Use more guidance, assist through playing along, limit to less measures
Questioning and Discussion Strategies: compare and contrast, modeling
Assessment: teacher observation, self- and peer-assessment through performance, and rubrics
Resources: Essential Elements 2000 or interactiv

Intermediate Level
Grade Level: 6 through 8   Time Frame: 5 to 10 rehearsal Sessions
Subject/Topic Area: History and Cultural Style
Content Standards/Interdisciplinary Standards:

> 1.2.8.A.2   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.
> 1.2.8.A.3   Analyze the social, historical, and political impact of artists on culture and the impact of   culture on the arts.

Key Words: arrangement, composition, folk song, cultural influence; depending on the work: modality, pentatonic, blues, articulations (pizzicato, legato, staccato)
Unit Objectives:

- Students will be able to identify elements of music that reflect a specific culture.
- Students will research and determine effects of different historical, social, and/or political factors on cultures or music composers from a culture.

Performance Tasks/Activities:

- Examine and discuss the identifying facts of the piece based on looking at Title, Sub-titles, composers and other text on sheet music (is this original, arrangement of existing song, etc.)
- Assign or assist students in further research of the cultural and or significant events that may have led to the composition of the piece
- Listen to a recording of the work while reading their part of the written music, making notes as necessary
- Following the listening, ask guided questions to students about interpretation, any connections they might hear between their research and the work in terms of the musical elements
- Practice/rehearse the work
- Compare and contrast with other performance pieces

Differentiation Strategies: Provide more or less guidance and structure as needed
Questioning and Discussion Strategies: compare and contrast, small and large discussion groups

Assessment: teacher observation, exit slip, performance with rubric

Sample Resources:
Band
Easy Level:
Asian Folk Rhapsody arr. Richard Saucedo - Hal Leonard Corporation
Eskimo Dance arr. Robert W. Smith & Michael Story - Alfred Publishing Belwin Division
Medium Easy Level:
Fantasy on an African-American Spiritual arr. Bruce Preuninger - Alfred Music Publishing ISBN
Brave Spirit (China) Randall D. Standridge - Grand Mesa Music
String Orchestra
Easy- Catalonian Folk Song (Spanish) arr.Bob Lipton FJH
Medium Easy- (China) The Brilliant Red Shandandan Flowers Albert Wang - Ludwig-Masters Publications
Full Orchestra
Easy- Siyahamba (South Africa) arr. Douglas Wagner - Alfred Publishing Belwin Division
Medium Easy- Csardas (Hungarian Gypsy) Vittorio Monti/arr. Mosier - Wingert-Jones Publications

Advanced Level

Grade Level: 11 and 12

Time Frame: 4 to 8 rehearsal Sessions (depends on your rehearsal time- one possibility is to end a rehearsal early and distribute assignments and have discussions.

Subject/Topic Area: Music, Technology, Career Readiness

Content Standards/Interdisciplinary Standards:

Music

1.4.12.B.3   Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Technology

8.1.12.F.2   Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

Career and Readiness Standards

9.2.12.C.1   Review career goals and determine steps necessary for attainment.

9.3.12.AR.3   Analyze the lifestyle implications and physical demands required in the arts, audio-visual technology, and communications workplace.

9.3.12.AR.5   Describe the career opportunities and the means to achieve those opportunities in each of the arts, AV technology, and communications career pathways.

Key Words: audition, career, recreational musician,

Unit Objectives:

- Students will identify different career paths that involve music
- Students will determine the skills and knowledge necessary to a successful music career
- Students will examine other avenues of pursuing music as a hobby rather than a career
- Students will make an informed decision based on their research of music careers

Performance Tasks/Activities:

- Introductory Session: for all musicians; post-season or post-concert; set aside a small amount of rehearsal time to initiate the assignment by splitting the group into 2 and having one group research careers in music and the other research

non-career ways to participate in music after high school. Feel free to ask them to respond using social media group, app, or paper.

- Session 2: Share information from session one and then provide them websites, written materials, and/or social connections to people who have made a career of music and someone who continues to involve music in their life but not occupationally (could also just talk to people they know).
- Session 3: Students can share their findings on social media or in this session (2 minute time limit) and move on to discussing what kind of skills, technology skills, knowledge, time commitment, audition preparation, and perseverance are necessary to be successful at any music career.
- Session 4: Assign students a personal reflection on the research and encourage them to make a preliminary decision on whether they feel they have what it takes to engage in a music career or if they would like to pursue other options either involving music or not.
- Session 5: Provide opportunities for students interested in a career or interested in other avenues to speak with career musicians or community musicians.

Differentiation Strategies: Provide more time for assignments, provide more guiding questions in discussion; provide additional resources or specific assignments for advanced students
Questioning and Discussion Strategies: compare and contrast, small and large discussion groups
Assessment: personal reflection, monitoring social media if using
Resources:
Crouch, T.L. (2008). *100 Careers in the music business.* New York: Barron's Educational Series.
Phillips, S.L. (2013). *Beyond sound: The college and career guide in music technology.* New York:
Oxford University Press.
www.careersinmusic.com
Check community listings for performance opportunities (community bands and choirs, local performances and area performances

Sample Rubrics
Elementary Instrumental Music

Marker	Score			
	4	3	2	1
Beat and rhythm	The beat is secure and rhythms are accurate.	The beat is secure and most of the rhythms are accurate.	The beat is somewhat erratic. Some rhythms are accurate but	The beat is erratic and rhythms are seldom accurate detracting from

		There are a few durations errors but the song is held together.	there are frequent duration errors that detract from overall performance.	the overall performance.
Melody/ note reading/ fingering	Student is able to name and perform all the notes in the song.	Student is able to name all of the notes and perform most of them, the song is held together.	The student is able to name only some of the notes. Repeated errors in note reading and fingering detract from performance.	Student is not able to name notes or perform the song.

Melanie Nolan

Other performance rubrics:
Elementary performance and written rubrics
http://www.dvusd.org/Page/14242
Middle and high school
http://www.nationalartsstandards.org/sites/default/files/Music_MCA_Ensemble_Performing%202-6-15.pdf
Scroll down to find rubrics