

Instrumental (Levels 1—6)

Instrumental Music

Music Curriculum Framework

Course description:

Students will build their technical and expressive skills in the elements of music as applied to a band or orchestra instrument. They should experience this skill development in both small group lessons and ensemble rehearsals. Students will develop their creativity and a distinctive individual voice on their instrument and experience the capability of music to communicate by investigating, creating, performing and responding to and connecting with works of art.

Instrumental Level 1/Beginner

Music Curriculum Framework

Key Vocabulary

bar line, measure, beat, rhythm, melody, double bar, time signature, clef, sharp, flat, natural, key signature, fermata, dynamics

Suggested Activities (Movement, Instruments etc.)

Dalcroze/eurhythmics, clapping, playing with metronome, playing with tuner, recording and playing back for self-analyzation

Suggested Resources (instructional Texts, Repertoire, Listening etc.)

Texts/Resources: Essential Elements, Standard Excellence, Breeze Easy, Yamaha Band Method, All For Strings, Suzuki Method, NYSSMA Manual, Instrumental Music Teacher's Survival Kit, The Art of Elementary Band Directing

Sample Student Learning Tasks (Exemplars, Products)

Concerts, recordings, notating and composing



Artistic Process: Creating

National Core Arts Standards:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

Enduring Understandings	<ul style="list-style-type: none"> Students will imagine the melodic/rhythmic motive based on knowledge and skill. Plan, write, and refine using standard music notation. Finally, present composition.
Essential Questions	<ul style="list-style-type: none"> How do I compose music for my instrument?
Student Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal Preserve draft compositions and improvisations through standard notation and audio recording Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal

Rhythm

Quarter note, quarter rest, half note, whole note

Time Signatures - 4/4

Form

Simple repeats

Melody

Winds - Concert Bb, C, D, Eb, F, G, A

Strings - D major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll



Artistic Process: Performing

National Core Arts Standards:

Anchor Standard 4: Select, analyze and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understandings	<ul style="list-style-type: none"> Independently choose a piece of music appropriate to student level to practice, refine, and perform.
Essential Questions	<ul style="list-style-type: none"> How do I play my instrument with proper technique?
Student Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music Demonstrate an awareness of the context of the music through prepared and improvised performances

Rhythm

Quarter note, quarter rest, half note, half rest, whole note, whole rest, grouped eighth notes

Time Signatures - 4/4, 2/4

Melody

Winds - Concert Bb, C, D, Eb, F, G, A

Strings - D major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll

Harmony

Simple duets and rounds

Form

Round/canon, simple repeats

Expressive Qualities

Dynamics - p, mf, f, crescendo, decrescendo, fermata

History/ Culture/ Genres

Varied repertoire including folk songs



Artistic Process: Responding

National Core Arts Standards:

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understandings	<ul style="list-style-type: none"> Personal evaluation of musical works is informed by analysis and established criteria.
Essential Questions	<ul style="list-style-type: none"> How do we judge the quality of musical works and performances?
Student Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music

Rhythm

Quarter note, quarter rest, half note, half rest, whole note, whole rest, grouped eighth notes

Time Signatures - 4/4, 2/4

Melody

Winds - Concert Bb, C, D, Eb, F, G, A

Strings - D major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll

Harmony

Simple duets and rounds

Form

Round/canon, simple repeats

Expressive Qualities

Dynamics - p, mf, f, crescendo, decrescendo, fermata

History/ Culture/ Genres

Varied repertoire including folk songs



Artistic Process: Connecting

National Core Arts Standards:

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understandings	<ul style="list-style-type: none"> • Understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. • Interests, knowledge, and skills relate to personal choices and intent when creating and performing.
Essential Questions	<ul style="list-style-type: none"> • How do musicians make meaningful connections using other arts, disciplines, contexts, and daily life to inform creating and performing?
Student Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▶ Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music ▶ Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

Rhythm

Quarter note, quarter rest, half note, half rest, whole note, whole rest, grouped eighth notes

Time Signatures - 4/4, 2/4

Melody

Winds - Concert Bb, C, D, Eb, F, G, A

Strings - D major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll

Harmony

Simple duets and rounds

Form

Round/canon, simple repeats

Expressive Qualities

Dynamics - p, mf, f, crescendo, decrescendo, fermata

History/ Culture/ Genres

Varied repertoire including folk songs

