

Instrumental Level 2/Beginner

Music Curriculum Framework

Key Vocabulary

Level 1 terms plus the following: Accent, accidental, allegro, andante, breath/phrase mark, embouchure, ledger lines, moderato

Suggested Activities (Movement, Instruments etc.)

Dalcroze/eurhythmics, clapping, playing with metronome, playing with tuner, recording and playing back for self-analyzation, Visual Thinking Strategies discussion with a listening and/or sight reading

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, Teaching Music Through Performance Book Series, Belwin Student Instrumental Course

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

- 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

- How do I compose music for my instrument?



Student Objectives**Students will be able to:**

- 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, paired eighth notes

Time Signatures - 4/4

Form

Simple repeats

Melody

Winds - Concert Bb scale, 1 octave

Strings - D major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll, 9 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"> Choose a piece of music appropriate to student level, while demonstrating knowledge of formal aspects in musical works to practice, refine, and/or improvise a solo or group performance.
Essential Questions	<ul style="list-style-type: none"> How do I improve and expand my technique and tone on my instrument?
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, dotted quarter note, single eighth note, dotted half, tied notes, pick-up note

Percussion Only: sixteenth note combinations

Time Signatures - 4/4, 2/4, 3/4, common time

Melody

Winds - Concert Bb, 1 octave plus accidentals and range extension

Strings - D and G major scale, 1 octave

Percussion - rudiments - flam, flam tap, paradiddle, 5 stroke roll, 9 stroke roll, single drag



Harmony

Simple duets, rounds, part reading for large group ensemble

Form

Round/canon, simple repeats, 1st and 2nd endings, D.C. al Fine

Expressive Qualities

Dynamics - p, mp, mf, f, crescendo, decrescendo, fermata, accents, slurs

Tempo Markings: Allegro, Moderato, Andante

Strings: hooked bowing

History/ Culture/ Genres

Varied repertoire which may include folk songs, marches, baroque, classical, romantic, and waltzes

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 and peer 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 and accuracy 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, dotted quarter note, single eighth note, dotted half, tied notes, pick-up note

Percussion Only: sixteenth note combinations

Time Signatures - 4/4, 2/4, 3/4, common time

Melody

Interpret and analyze mood, melodic contour, and accurate pitches through listening to professional recordings, group and self-evaluation.

Harmony

Listening for a prominent part in a recording. Analyzing accuracy for simple duets, and rounds.

Form

Respond to accuracy of round/canon, simple repeats, 1st and 2nd endings, D.C. al Fine

Expressive Qualities

Define and apply the following:

dynamics - p, mp, mf, f, crescendo, decrescendo, fermata, accents, slurs

Tempo Markings: Allegro, Moderato, Andante

Strings: hooked bowing

History/ Culture/ Genres

Varied repertoire which may include folk songs, marches, baroque, classical, romantic, and waltzes

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

Using math for proportion and time with the following operations:

quarter note, quarter rest, half note, half rest, whole note, whole rest, grouped eighth notes, dotted quarter note, single eighth note, dotted half, tied notes, pick-up note

Percussion Only: sixteenth note combinations

Time Signatures - 4/4, 2/4, 3/4, common time

Melody

Identifying melodies from early childhood songs for personal connection.

Harmony

Relate part playing to other disciplines in daily life such as teamwork in sports or employment (jobs).

Form

Linking analysis and performance of different forms to common things such as a road map or sandwiches.

Expressive Qualities

Use of expressive qualities to link every day situations to what is being performed. Teaching through analogies.

History/ Culture/ Genres

Identify music from personal ethnic history and culture.

