

# Instrumental Level 3/Intermediate

## Music Curriculum Framework

### Key Vocabulary

Level 1 and 2 terms plus the following: Intonation, A Tempo, Accelerando, Allegretto, Largo, Presto, crescendo, decrescendo, rallentando, ritardando, legato, key change, soli, tutti

### Suggested Activities (Movement, Instruments etc.)

Dalcroze/eurhythmics, clapping, playing with metronome, playing with tuner, recording and playing back for self-analyzation, melodic/rhythmic dictation through echo playing and/or writing, listening activities, scale based warm ups, 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, Teaching Music Through Performance Book Series, Belwin Student Instrumental Course, Rubank Intermediate Method, Alfred Drum Method, Voxman Selected Duets, Classic Festival Solos, Belwin Master Solos, Concert and Contest Collection, Solo Time for Strings

### Sample Student Learning Tasks (Exemplars, Products)

Concerts, recordings, notating and composing, improvising, multimedia presentation

Performance from method books and supplemental materials in preparation for weekly lessons, concerts, and festivals.

## 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 be able to create music either through improvisation or traditional notation based on their skill level as a performer.



<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do musicians create music with improvisation and/or notation?</li> </ul>
<b>Student Objectives</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>▶ Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal</li> <li>▶ Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal</li> <li>▶ Preserve draft compositions and improvisations through standard notation and audio recording</li> <li>▶ Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria</li> <li>▶ Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal</li> </ul>

**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**

Duets

**Form**

Simple repeats

**Expressive Qualities**

Use of dynamics



## 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.

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Students should be able to choose and perform repertoire appropriate to their skill level. Students should also be able to analyze context and expressive qualities and apply these to the performance of the repertoire.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do performers select repertoire?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do performers interpret musical works?</li> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present and how does the presentation influence audience response?</li> </ul>
<b>Student Objectives</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>➤ Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble</li> <li>➤ Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</li> <li>➤ Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances</li> <li>➤ Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</li> <li>➤ Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles</li> <li>➤ Demonstrate an understanding of the context of the music through prepared and improvised performances</li> </ul>



**Rhythm**

Levels 1 and 2 plus:

Eighth note patterns including syncopations, basic  
16th note patterns

Time Signatures: cut time

**Melody**

All instruments 3 major scales one octave.

Wood Winds - full 2 octave range

Brass - concert low G to high D

Strings - open string scales, all high and low finger  
patterns, half position, and 3rd position

Percussion - in addition to level 2 rudiments: 13 and  
17 stroke roll, single ratamacue, flam paradiddle, flam  
accent, double paradiddle, flamacue

**Harmony**

Duets, trios, rounds, complex part reading for large  
group ensemble

**Form**

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

**Expressive Qualities**

Dynamics - pp, p, mp, mf, f, ff crescendo, decrescendo

Fermata, accents, slurs, staccato, tenuto, rallentando,  
ritardando, accelerando

Tempo Markings: Allegro, Moderato, Andante, Largo,  
Presto

Strings: hooked bowing, martellato

**History/ Culture/ Genres**

Varied repertoire which may include folk songs  
from around the world, 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**

- Students choose repertoire based on their interests and skill. Students use the elements of music to demonstrate their expressive intent. Students evaluate their musical works and performance based on established criteria.

**Essential Questions**

- How individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical works and performances?



## Student Objectives

### Students will be able to:

- Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context
- Describe how understanding context and the way the elements of music are manipulated inform the response to music
- Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text
- Explain the influence of experiences, analysis, and context on interest in and evaluation of music

## Rhythm

Analyze the following for accuracy:

Levels 1 and 2 plus: eighth note patterns including syncopations, basic 16th note patterns

Time Signatures: cut time

## Melody

Interpret and analyze mood, tonality (listening for major vs. minor and written key signature), melodic contour, and accurate pitches through listening to professional recordings, group and self-evaluation.

## Harmony

Listening for individual parts in a performing ensemble or a recording. Analyzing accuracy for duets, trios, and rounds.

## Form

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

## Expressive Qualities

Define and apply the following:

Dynamics - pp, p, mp, mf, f, ff crescendo, decrescendo

Fermata, accents, slurs, staccato, tenuto, rallentando, ritardando, accelerando

Tempo Markings: Allegro, Moderato, Andante, Largo, Presto

Strings: hooked bowing, martellato

## History/ Culture/ Genres

Describe the characteristics of a varied repertoire which may include folk songs from around the world, 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.

<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do musicians make meaningful connections to creating, performing, and responding?</li> <li>How do the other arts, other disciplines, contents, and daily life inform creating, performing, and responding to music?</li> </ul>
<b>Student Objectives</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> <li>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</li> </ul>

## Rhythm

Using math for proportion and time with the following operations:

Levels 1 and 2 plus:

Eighth note patterns including syncopations, basic 16th note patterns

Time Signatures: cut time

## Melody

Identifying Cultural melodies for context and/or 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 form to personal experiences and context.

## Expressive Qualities

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

## History/ Culture/ Genres

Identifying the personal ethnic history and culture of a varied repertoire which may include folk songs from around the world, marches, baroque, classical, romantic, and waltzes

