

INSTRUMENTAL MUSIC SCOPE AND SEQUENCE

GRADES 4 – 8

The overarching goal of the Elementary and Middle School Instrumental Music Program in grades 4 through 8 is to provide students with the opportunity to broaden and enrich their musical experiences. The course is designed to provide students with skills that will build on their current level of musical achievement.

Creating, performing, reflecting, responding, and connecting music to personal experience provides students with unique insight into the form and structure of music and at the same time will help them to develop their creativity and abstract thinking. Broad experience with a variety of music is necessary if students are to make informed musical judgments and become informed global citizens. Similarly, this breadth of background enables them to begin to understand the connections and relationships between music through all arts and disciplines and contexts of our global society. By understanding the cultural and historical forces that shape social attitudes and behaviors, students are better prepared to live and work in communities that are becoming increasingly diverse. The role that music will play in students' lives depends in large measure on the level of skills they achieve in creating, performing, and listening to music.

As a result of study of instrumental music at the elementary school level, students will demonstrate essential understandings in the following areas:

- Students will be able to conceptualize, organize, and refine musical ideas.
- Students will be able to synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
- Students will be able to analyze, evaluate, and interpret music.
- Students will be able to demonstrate understanding of the role, development, and influence of the arts throughout history and relating to personal experiences.

As a result of study of instrumental music at the middle school level, students will demonstrate essential understandings in the following areas:

- Students will understand the elements and principles that govern the creation of works of music.
- Students will understand the role, development, and influence of the arts throughout history and across cultures.
- Students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.
- Students will demonstrate an understanding of arts philosophies, judgment, and analysis of works of art in music

4th-5th Grade

Unit 1: Instrumental Proficiency

Students will know:

- The nomenclature that is applicable to their instrument.
- The correct fingerings, posture, and hand position for their instrument.
- The proper care and maintenance for their instrument.
- How to produce a characteristic tone quality for their instrument.

Students will be able to:

- Identify the parts of their instrument.
- Demonstrate the ability to assemble their instrument.
- Demonstrate proper care of their instrument.
- Demonstrate proper performance posture (standing or sitting).
- Demonstrate the ability to hold their instrument correctly with regard to proper hand, wrist, arm, neck, and finger placement.
- Demonstrate the ability to discriminate pitch through listening and playing.
- Demonstrate the ability to play with good intonation and tone quality (at various dynamic levels).
- Demonstrate proper procedures for taking a breath when playing a wind instrument.
- Demonstrate the ability to perform music with a variety of articulations.
- Demonstrate an ability to read at sight, music of up to level 1 difficulty.
- Demonstrate basic proficiency on mallet keyboard and other percussion instruments.
- Demonstrate the ability to evaluate individual musical performances.
- Play rudiments (flams, flam taps, paradiddles, five stroke rolls, and nine stroke rolls open and closed).

Unit 2: Fundamentals of Music Theory

Students will know:

- The symbols used in the notation of pitch.
- The relative values of notes and rests.
- The function of the time signature.
- Basic music terminology and symbols.
- How to compose and notate a short musical phrase.
- The relationship between theoretical elements and aesthetic response.

Students will be able to:

- Apply musical vocabulary in performances.
- Sequence note values from largest to smallest (rhythm tree).
- Perform at sight basic simple rhythmic patterns.
- Perform with a steady pulse while counting sustained rhythmic patterns (ostinato).
- Name the lines and spaces on the staff in the clef applicable to their instrument.
- Identify the written musical phrases and breathe marks.
- Define standard musical terms and symbols used in musical compositions.
- Identify the variations in dynamic levels and tempo within the music.
- Demonstrate the ability to write notes, rests, and other musical symbols.
- Demonstrate the ability to complete a given melody by filling in the missing notes.
- Identify musical forms through listening and playing.
- Identify compositional devices such as introduction, coda, and cadence through listening and playing.
- Identify major and minor chords through listening and playing.
- Identify music written in 4/4, 3/4, 2/4 or changing time signatures.

- Identify rhythmic patterns consisting of whole, half, quarter, eighth, and dotted rhythms.
- Identify the written rudiments (flams, flam taps, paradiddles, five stroke rolls, and nine stroke rolls open and closed).
- Identify key signatures
 - Orchestra - C major, G major, D major, A major
 - Band - Concert Bb major, Concert Eb major

Unit 3: Ensemble Rehearsal and Public Performance

Students will know:

- Appropriate ensemble rehearsal techniques.
- How listening and adjusting individual playing affects the ensemble.
- Basic conducting cues.
- Expectations regarding public performance and rehearsals (attendance, dress code, conduct).
- How to evaluate music and music performances.

Students will be able to:

- Follow basic conducting cues.
- Show an understanding of balance and blend, dynamics, bowing, articulation, tempo, tone quality, style, phrasing, and expression while performing within an ensemble.
- Make aesthetic judgments about their own performance and that of others (critical listening skills).
- Perform their individual part within the ensemble setting.
- Use developed criteria for evaluating performances.

Unit 4: Music and Society

Students will know:

- How music relates to history and culture.
- The relationships between music and the other fine arts.
- The distinguishing characteristics of a variety of musical styles and eras.

Students will be able to:

- Identify relationships between music and the other fine arts.
- Identify ways in which music reflects social and/or political issues.
- Play the distinguishing characteristics of a variety of musical styles and eras.
- Perform music of various cultures.
- Identify representative instruments of various cultures.
- Identify career opportunities in the field of music.
- Evaluate, in the performances of musical works, the distinguishing characteristics of musical styles and eras, as well as the effectiveness of the performance.

6th Grade

Unit 1: Instrumental Proficiency

Students will know:

- The nomenclature that is applicable to their instrument.
- The correct fingerings, posture, and hand position for their instrument for basic proficiency.
- The proper care and maintenance for their instrument.

Students will be able to:

- Discriminate pitch through listening and playing.
- Perform with characteristic tone quality.
- Perform with a developing sense of intonation.

- Perform with proper posture.
- Perform music with a variety of articulations.
- Perform music written in varied simple meters and changing time signatures.
- Perform rhythmic patterns consisting of combinations of whole, half, quarter, and eighth notes.
- Perform music in both major and minor keys, and perform related scales within the compass of the instrument, including chromatic scales.
- Sight read music of an appropriate difficulty level in unison.
- Maintain their instrument in proper working order.
- Demonstrate the ability to perform with proper techniques on a student's instrument (Percussion performers - including auxiliary percussion instruments and timpani).
- **Orchestra students will be able to:**
 - Demonstrate the ability to self-tune using fine tuners, and begin to self-tune using pegs.
 - Demonstrate the ability to shift to 3rd position at an introductory level.
- **Band Students will be able to:**
 - Demonstrate proper breathing techniques for adequate breath support (Wind Instruments).
 - Demonstrate the ability to perform basic rudiments (Percussion).

Unit 2: Fundamentals of Music Theory

Students will know:

- The symbols used in the notation of pitch.
- The relative values of notes and rests.
- The function of meter and time signatures.
- A variety of musical forms.

Students will be able to:

- Define vocabulary dealing with musical terminology.
- Identify the symbols used in the notation of pitch and rhythm.
- Classify patterns of meter and time.
- Identify and construct major intervals, scales, and arpeggios (Basic Key Signatures).
- Apply musical terms and symbols in performance.
- Count and chant rhythmic patterns.
- Identify various compositional devices and forms as they occur in selected literature (eg: introduction, coda, ostinato).

Unit 3: Ensemble Rehearsal and Public Performance

Students will know:

- The nomenclature of performance directions.
- All etiquette and procedural expectations regarding public performance and rehearsals.

Students will be able to:

- Perform part assignments independently.
- Maintain pitch in the ensemble.
- Demonstrate proper phrasing within the section and/or ensemble.
- Blend and balance their part to the ensemble in terms of dynamics, articulation, tempo, tone quality, style, and phrasing.

Unit 4: Music and Society

Students will know:

- How music relates to history and culture.
- The basic characteristics of the most common musical styles and eras.

Students will be able to:

- Identify relationships between music and the other fine arts.
- Play music of traditional non-western origin.
- Play the distinguishing characteristics of common musical styles and eras.
- Identify career opportunities in the field of music.

7th Grade

Unit 1: Instrumental Proficiency

Students will know:

- The nomenclature that is applicable to their instrument.
- The correct fingerings, posture, and hand position for their instrument for intermediate proficiency
- The proper care and maintenance for their instrument.

Students will be able to:

- Discriminate pitch through listening and playing.
- Perform with characteristic tone quality.
- Perform with a developing sense of intonation.
- Perform with proper posture.
- Perform music with a variety of articulations.
- Perform music written in varied simple and compound meters, and changing time signatures.
- Perform rhythmic patterns consisting of combinations of whole, half, quarter, eighth and sixteenth notes, dotted rhythms, syncopations, and triplets.
- Perform music in both major and minor keys, and perform related scales within the compass of the instrument, including chromatic scales.
- Sight read music of an appropriate difficulty level both in unison and in harmony.
- Demonstrate the ability to subdivide while performing longer note and rest values.
- Maintain their instrument in proper working order.
- Demonstrate the ability to perform with proper techniques on a student's instrument (Percussion performers - including auxiliary percussion instruments and timpani).
- **Orchestra students will be able to:**
 - Demonstrate the ability to self-tune using fine tuners, and begin to self-tune using pegs.
 - Demonstrate the ability to shift to 3rd position at an introductory level.
- **Band Students will be able to:**
 - Demonstrate proper breathing techniques for adequate breath support (Wind Instruments).
 - Demonstrate the ability to perform simple rudiments (Percussion).

Unit 2: Fundamentals of Music Theory

Students will know:

- The symbols used in the notation of pitch.
- The relative values of notes and rests.
- The function of meter and time signatures.
- A variety of musical forms.
- The relationship between theoretical elements and aesthetic response.

Students will be able to:

- Define vocabulary dealing with musical terminology.
- Identify the symbols used in the notation of pitch and rhythm.
- Classify patterns of meter and time in simple and compound times.

- Identify and construct major intervals, scales, and arpeggios (furthering key signatures known).
- Apply musical terms and symbols in performance.
- Count and chant rhythmic patterns.
- Identify various compositional devices and forms as they occur in selected literature (eg: introduction, coda, ostinato, binary, theme, and variation.)

Unit 3: Ensemble Rehearsal and Public Performance

Students will know:

- The nomenclature of performance directions.
- All etiquette and procedural expectations regarding public performance and rehearsals.
- How to listen and adjust individually to create a more polished ensemble performance.

Students will be able to:

- Perform part assignments independently.
- Maintain pitch in the ensemble.
- Demonstrate proper phrasing within the section and/or ensemble.
- Blend and balance their part to the ensemble in terms of dynamics, articulation, tempo, tone quality, style, phrasing, and expression.
- Make aesthetic judgments about their own performance and that of others as it relates to the ensemble.
- Follow the directions and non-verbal cues of a conductor.

Unit 4: Music and Society

Students will know:

- How music relates to history and culture.
- The relationships between music and the other fine arts.
- The distinguishing characteristics of common musical styles and eras.

Students will be able to:

- Identify relationships between music and the other fine arts.
- Identify ways in which music reflects social and/or political issues.
- Play music of traditional non-western origin.
- Play the distinguishing characteristics of common musical styles and eras.
- Identify career opportunities in the field of music.
- Evaluate, in the performances of musical works, the distinguishing characteristics of musical styles and eras, as well as the effectiveness of the performance.

8th Grade

Unit 1: Instrumental Proficiency

Students will know:

- The nomenclature that is applicable to their instrument.
- The correct fingerings, posture, and hand position for their instrument for advancing proficiency.
- The proper care and maintenance for their instrument.

Students will be able to:

- Discriminate pitch through listening and playing.
- Perform with characteristic tone quality.
- Perform with a developing sense of intonation.
- Perform with proper posture.
- Perform music with a variety of articulations.

- Perform music written in varied simple and compound meters, less-common simple meters, and changing time signatures.
- Perform rhythmic patterns consisting of combinations of whole, half, quarter, eighth, sixteenth, dotted quarter, and dotted eighth notes, sixteenth-eighth combinations, syncopations, and triplets.
- Perform music in both major and minor keys, and perform related scales within the compass of the instrument, including chromatic scales.
- Sight read music of an appropriate difficulty level both in unison and in harmony.
- Perform with proper technique on a student's instrument (percussion performers - includes auxiliary percussion instruments and timpani).
- Maintain their instrument in proper working order.
- Subdivide while performing longer note and rest values.
- Perform more complex rhythms independently.
- **Orchestra students will be able to:**
 - Self-tune using fine tuners, and begin to self-tune using pegs.
 - Shift to 3rd position with greater facility.
- **Band Students will be able to:**
 - Use proper breathing techniques for adequate breath support (wind instrument performers).
 - Perform simple and complex rudiments from memory (percussion instrument performers).

Unit 2: Fundamentals of Music Theory

Students will know:

- The symbols used in the notation of pitch.
- The relative values of notes and rests.
- The function of meter and time signatures.
- A variety of musical forms.
- The relationship between theoretical elements and aesthetic response.
- How to affect change in their performance through manipulation of the Elements of Music.

Students will be able to:

- Define vocabulary dealing with musical terminology.
- Identify the symbols used in the notation of pitch and rhythm.
- Classify patterns of meter and time in simple, compound, and irregular time.
- Identify and construct major and minor intervals, scales, and arpeggios. (Advancing Key signatures).
- Apply musical terms and symbols in performance.
- Count and chant rhythmic patterns.
- Identify various compositional devices and forms as they occur in selected literature. (eg. introduction, coda, ostinato, binary, theme and variation).

Unit 3: Ensemble Rehearsal and Public Performance

Students will know:

- The nomenclature of performance directions.
- All etiquette and procedural expectations regarding public performance and rehearsals.
- How to listen and adjust individually to create a more polished ensemble performance.
- How to adjust to their instrument's ever-changing roles in the ensemble structure and a work's orchestration.

Students will be able to:

- Perform part assignments independently.

- Maintain pitch in the ensemble.
- Demonstrate proper phrasing within the section and/or ensemble.
- Blend and balance their part to the ensemble in terms of dynamics, articulation, tempo, tone quality, style, phrasing, and expression.
- Make aesthetic judgments about their own performance and that of others as it relates to the ensemble's performance.
- Assess ensemble musical growth and set personal goals to further the ensemble's growth.
- Follow the directions and non-verbal cues of a conductor.

Unit 4: Music and Society

Students will know:

- How music relates to history and culture.
- The relationships between music and the other fine arts.
- The distinguishing characteristics of a variety of musical styles and eras.

Students will be able to:

- Identify relationships between music and the other fine arts.
- Identify ways in which music reflects social and/or political issues.
- Play music of traditional non-western origin.
- Play the distinguishing characteristics of a variety of musical styles and eras.
- Identify career opportunities in the field of music.
- Evaluate, in the performances of musical works, the distinguishing characteristics of musical styles and eras, as well as the effectiveness of the performance.