

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
ENGLISH DEPARTMENT**

INSTRUMENTAL MUSIC GRADES 4TH-8TH

Curriculum Guide

Date: September 2017

Updated: August 2022

Dr. Melissa Varley, Superintendent
Dr. David Greer, Assistant Superintendent
Ms. Laurie Scott, District Supervisor

Developed by: Helen Bartolick
Christopher Colaneri
Justin Derman
Lisa Ferrari
Thomas Kamp

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022 .

VISION STATEMENT

Throughout life and in every society, people have felt the need to communicate with those around them. One form of this communication has been through the arts, particularly music. Music has a rich history and background; understanding this history can be the key to understanding other cultures and eras. Music offers lifelong opportunities for the development of imagination, sensitivity, inventiveness, risk-taking, and enjoyment. Through the study of music, students will gain an appreciation for the aesthetic qualities of the arts and of people throughout the world.

The State of New Jersey's Student Learning Standards describe arts education as "an essential component of the P-12 curriculum in the 21st century". Performing music enhances self-esteem, builds self-discipline and organizational skills, and reinforces societal values such as cooperation, commitment, and working towards a common goal. These are all fundamental qualities that serve as the basis of our education system. The interdisciplinary study of music offers students reinforcement in a wide assortment of content areas, including World Languages, Math, Language Arts, Science, Social Studies, Physical Education, Technology Literacy, and Career Education and Consumer, Family, and Life Skills.

It is our vision that Instrumental Music Education will produce individuals who can participate, interact, and communicate in a 21st century society. Through performance and individual instruction, it is our challenge to provide the music students of Berkeley Heights with the tools necessary to succeed in a variety of musical settings. With these expectations, we further plan to impart to our students a sense of unity through ensemble, a commitment to excellence, and pride in creation. Through this curriculum we will cultivate good listeners, consumers, and appreciators of music.

MISSION STATEMENT

Our mission is to provide opportunities for all students to develop their potential and musical understanding, by communicating through music expression, exploration, and experimentation. In addition, students enriched by the arts will have opportunities to foster a lifelong love of music. The study of music, its history, and characteristics are essential parts of an academic and interdisciplinary curriculum that provides the key to understanding other cultures and people. Music education looks to enhance self-esteem, self-discipline and organizational skills, and reinforces societal values such as cooperation, commitment, and working towards a common goal. Furthermore, music education strives to inspire in students a commitment to excellence and pride in creation, helping to develop educated listeners, consumers, and appreciators of music. To achieve this our instruction will be driven by the following ideals.

- To provide every child with the essential ingredients of the musical experience in an environment that consistently promotes growth, value, and identification with music as a meaningful part of the child's education
- To enable a child to recognize and describe the relationship between music, other arts, and other disciplines in the curriculum
- To provide a rich and varied set of musical experiences, which expose and foster the understanding of musical fundamentals and historical background, to introduce students to a variety of cultures around the world
- To enable a child to respond to music intellectually and emotionally
- To enable a child to make aesthetic judgments based on listening and analysis, to enhance the quality of the child's life through aesthetic musical experiences
- To enable a child to understand the role music has played, and continues to play, in the lives of human beings both locally and globally
- To provide fundamental and consistent learning experiences in music, which allow each child to pursue his or her interests and talents appropriately
- To acquaint a child with a variety of music, including various musical styles and genres
- To provide useful, valid, and meaningful links between music and life to cultivate life-long learning

- To enable a child to develop the capacity to use 21st century skills to express ideas, feelings, and experiences through music, as an individual and in collaboration with others
- To enable a child to improvise and create music
- To enable a child to use the vocabulary and notation of instrumental music
- To enable a child to make music alone and with others, in a small or large ensemble setting

COURSE PROFICIENCIES
COURSE OBJECTIVES

1. To develop the technical skills needed to perform as instrumental musicians.
2. To express creativity through performance, improvisation, and composition.
3. To achieve literacy in musical notation, technology, and terminology.
4. To develop work habits and cooperative learning skills necessary to function as a member of an ensemble or group.
5. To be familiar with musical style periods and their historical significance.
6. To develop a lifelong appreciation for the arts.
7. To gain an understanding of multicultural musical styles.
8. To analyze and evaluate the quality and effectiveness of musical performances.
9. To explain the interdisciplinary correlation between music and other content areas.

STUDENT PROFICIENCIES

The student will be able to:

1. Assemble and disassemble the instrument properly.
2. Care for and maintain the instrument.
3. Produce good tone quality and intonation with the instrument, using proper embouchure and breath support.
4. Display proper posture and hand position.
5. Develop logical phrasing and breath control.
6. Develop accurate articulation and releases.
7. Display control of dynamic levels, tempo markings, articulation, and other interpretive nuances.
8. Display a knowledge, and accurate performance of rhythms and meters.
9. Display knowledge and interpretation of key signatures and accidentals.
10. Develop an awareness of pitch and intonation.
11. Develop an understanding of the need to practice on a consistent basis.
12. Recognize forms and patterns in music.
13. Strive for a high level of artistic performance.
14. Express musical thought through improvisation.
15. Explore and perform appropriate musical literature, from a variety of musical periods and cultures, that is both challenging and achievable.
16. Express music according to the intent of the composer.
17. Explore compositional techniques.
18. Display an understanding of music technology, as it relates to instrumental music.
19. Utilize and interpret proper musical notation.

STUDENT PROFICIENCIES (continued)

20. Use learned skills in becoming an effective member of an ensemble.
21. Respond to the conductor's gestures.
22. Work cooperatively with peers and teacher.
23. Learn proper rehearsal and concert routine and protocol.
24. Achieve balance and blend within a section and within the ensemble.
25. Develop a greater appreciation of music performed from a variety of styles, historical periods, and musical cultures.
26. Appreciate and identify various genres of music from different historical eras and civilizations.
27. Reflect on their performances, as well as the performances of others.
28. Become aware of the connections of musical concepts to other content areas.
29. Transfer learning methodologies between music and other academic disciplines.
30. Develop a lifelong appreciation for all the arts, through the study and practice of instrumental music.

METHODS OF EVALUATION

Evaluation is centered on measuring performance objectives. These objectives include:

- Rhythmic accuracy
- Note recognition and accuracy
- Articulation
- Tone quality
- Phrasing
- Overall musicality

The evaluation is done by the instrumental music teacher based on classroom observations, teacher tests (scales, lesson materials, and performance repertoire), and observed progress toward the objectives. Students will periodically self-evaluate progress based on the above performance objectives.

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning
- Group activities

- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson
- Exploration Activities

- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides

- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers

- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:

- Begin learning concepts of improvisation and composition (Contributions of African Americans in the development of Jazz) **DEI AM**
- Develop an appreciation of and perform music from a variety of cultures, time periods, and genres **DEI AM L+**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning
- **AM** - Learning associated with Amistad
- **HG** - Learning associated with Holocaust and Genocide

- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSLS - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

Standards	Weeks	Course Outline/Student Objective	Year				
			1	2	3	4	5
Standards: 1.3A.5.Pr4a; 1.3A.5.Pr5a Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4		I. Technique (Year 1) (2 weeks then throughout)					
	1-2	A. Woodwinds and Brass	X				
	1-2	1. Assemble and hold the instrument correctly	X				
	1-2	2. Form correct embouchure and use correct breathing to produce characteristic sound of instrument					
	2-3	3. Display proper posture and playing position	X				
	2-3	4. Identify instrument parts by their names	X				
	3-4	5. Provide proper care and maintenance of the instrument	X				
		6. Demonstrate correct tonguing motion for standard "TA" articulation	X				
	4-5	7. Interpret the meaning of:	X				
	4-5	a. Clef b. Staff c. Measure d. Meter (time) e. Signature f. Identify notes on the staff					
		8. Identify notes on the staff and instrument in stepwise and skip wise motion					
		9. Begin to learn note reading strategies and practice sight reading					
	10. Play alone and with others, accurately and independently	X					
6-36	11. Demonstrate correct tonguing motion for standard slur articulations	X					
8-9	12. Play rhythm and rest patterns:						

	4-36	<ul style="list-style-type: none"> a. Ties b. Dotted half and quarter notes c. Eighth note patterns 	X				
	5-20	13. Play in the key of Bb concert					
	8-36	14. Play "scale-style" pitch patterns from memory					
	4-36	15. Play in the following meters: <ul style="list-style-type: none"> a. 4/4 b. 2/4 c. 3/4 					
	6-36	16. Interpret the meaning of the following signs and terms: <ul style="list-style-type: none"> a. Repeat signs b. Common time c. Fermata d. Dynamics <i>f</i>, <i>p</i> e. Pick-up notes f. Accidentals sharp, flat, and natural g. Accent 	X				
	20-3	17. Begin learning concepts of improvisation and composition (Contributions of African Americans in the development of Jazz) DEI AM	X				
	6	B. Percussion	X				
		1. Assemble the instrument correctly					
		2. Identify instrument parts and names	X				
	1-2	3. Provide proper care and maintenance of the instrument	X				
		4. Form correct hand position	X				
	2-3	5. Display proper posture and playing position					
	2-3	6. Demonstrate correct stroke motion for: <ul style="list-style-type: none"> a. Quarter b. Half c. Full stroke 					
	1-4						
	1-2						
	4-36	7. Interpret the meaning of: <ul style="list-style-type: none"> a. Clef b. Staff c. Measure d. Meter (time) e. Signature 					

	3-4	8. Identify notes on the staff and instrument in stepwise and skip motion	X				
	3-4	9. Begin to learn strategies for, and practice sight-reading					
	4-5	10. Play rhythm and rest patterns:					
	5-36	a. Ties	X				
	6-36	b. Dotted half and quarter notes					
		c. Eighth note patterns	X				
		d. Sixteenth note patterns					
		e. Dotted quarter and eighth note					
		11. Play the following rudiments:					
	4-36	a. Concert roll	X				
		b. 5 and 9 stroke closed and open rolls					
		c. Flams	X				
		d. Paradiddle	X				
		12. Play in the following meters:					
	6-36	a. 4/4					
	8-36	b. 2/4					
		c. 3/4					
		13. Interpret the meaning of the following signs and terms:					
	20-3	a. Repeat signs					
	6	b. Common time					
		c. Fermata					
	16-3	d. Dynamics <i>f</i> , <i>p</i> , pick-up notes					
	6	e. Accent					
		14. Identify and play:					
		a. Bass drum					
		b. Crash and suspended cymbals					
		c. Auxiliary percussion					
		15. Begin learning concepts of improvisation and composition (Contributions of African Americans in the development of Jazz) DEI AM					
		16. Learn 5-note ascending and descending melodies on mallet instruments					
		*Technology can be incorporated into the preceding student objectives in the following manner: YouTube,					

		Smart Music, Notation Software, Online Ear Training, Music Theory					
Standards: 1.3A.5.Pr4a ; 1.3A.5Pr5a Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4	1-36	II. Ensemble Skills *See Below (Year 1) (Two weeks then throughout) A. Woodwinds and Brass	X				
	1-36	1. Understand and respond to conductor beat patterns	X				
	1-36	2. Learn proper rehearsal and concert routines and protocols SEL	X				
		3. Develop concepts of balance and blend in large and small ensemble settings	X				
		4. Practice working cooperatively in large and small groups SEL	X				
		5. Transfer individual skills to group performance	X				
		6. Discussion of performance anxiety and how to deal with it. SEL	X				
		B. Percussion	X				
		1. Understand and respond to conductor beat patterns					
		2. Learn proper rehearsal and concert routines and protocols SEL	X				
		3. Develop concepts of balance and blend in large and small ensemble settings					
		*Technology can be incorporated into the preceding student objectives in the following manner: YouTube					
Standards: 1.3A.5.Pr4a; 1.3A.5.Pr5a Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4	1-36	III. Musical Culture (Year 1) * See Below (1 week then throughout) A. Woodwinds and Brass	X				
		1. Develop an appreciation of music from a variety of: a. styles b. Cultures DEI AML+ c. time periods d. genres	X				
	1-36	2. Perform music from text and concert selections from a variety of: a. styles					

	1-36	<ul style="list-style-type: none"> b. cultures c. time periods DEI AM L+ d. genres 	X				
	1-36	<p>B. Percussion</p> <ul style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. styles b. cultures c. time periods d. Genres DEI AM L+ 2. Perform music from text and concert selections from a variety of: <ul style="list-style-type: none"> a. Styles DEI SEL L+ b. cultures c. time periods d. genres <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube</p>	X				
Standards: 1.3A.5.Pr5a Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4	1-36	<p>IV. Analysis (Year 1) (1 week then throughout) *See Below</p> <p>A. Woodwinds and Brass</p> <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines 	X				
	1-36	<p>B. Percussion</p> <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines 	X				
	1-36	<ul style="list-style-type: none"> 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines 	X				

Standards: 1.3A.5.Pr4b; 1.3A.5.Pr5b Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4	1-36	V. Technique (Year 2) (2 weeks then throughout) *See Below A. Woodwinds and Brass 1. Interpret the meaning of: a. <i>D.C. al fine</i> b. <i>D.S. al fine</i> c. <i>Coda</i> d. <i>Allegro</i> e. <i>Andante</i> f. <i>Moderato</i> g. <i>Crescendo</i> h. <i>Decrescendo</i> i. <i>mp</i> j. <i>mf</i> k. <i>ff</i> l. <i>pp</i> m. <i>Staccato</i> n. <i>Ritardando</i>	X				
	1-36	2. Reinforce concepts of: a. Instrument care b. Posture c. Position	X				
	1-36	3. Reinforce concepts of: a. Tone quality b. Embouchure c. Tonguing d. Breathing	X				
	20-3 6	4. Add note and rest values: a. Eighth b. Sixteenth c. Triplets	X				
	24-3 6	5. Play rhythm and rest patterns: a. Dotted quarter and eighth b. Dotted eighth and sixteenth c. 1-e-& d. 1-&-a e. Eighth quarter syncopation	X X X X				
	1-36	6. Play in the keys of: a. Bb b. Eb c. F concert					
	1-12 12-2 4	7. Play Bb concert scale 8. Play F concert scale 9. Play Eb concert scale		X X X			

<p>24-3 6 1-36</p>		<p>10. Play in the following meters: a. 4/4 b. 2/4 c. 3/4 d. 2/2</p> <p>11. Play “through break notes” on clarinet</p> <p>12. Continue learning strategies and practice sight reading</p> <p>13. Continue learning concepts of improvisation and</p>		<p>X</p>			
<p>20-3 6 1-36 12-3 6</p>		<p>composition, and apply concepts on instrument (Contributions of African Americans in the development of Jazz) DEI AM</p>		<p>X</p>			
<p>1-36</p>		<p>B. Percussion</p> <p>1. Interpret the meaning of: a. <i>D.C. al fine</i> b. <i>D.S. al fine</i> c. <i>Coda</i> d. <i>Allegro</i> e. <i>Andante</i> f. <i>Moderato</i> g. <i>Crescendo</i> h. <i>Decrescendo</i> i. <i>mp</i> j. <i>mf</i> k. <i>ff</i> l. <i>pp</i> m. <i>Ritardando</i></p>		<p>X</p>			
<p>1-36</p>		<p>2. Reinforce concepts of: a. instrument care b. posture c. position</p>		<p>X</p>			
<p>16-3 6</p>		<p>3. Add note and rest values: a. Eighth b. Sixteenth c. triplets</p>		<p>X X</p>			
<p>1-36 1-36</p>		<p>4. Play rhythm and rest patterns: a. Dotted eighth and sixteenth b. l-e-& c. l-&-a d. Eighth quarter syncopation</p>		<p>X X</p>			
<p>1-36</p>		<p>5. Play in the following meters:</p>		<p>X</p>			

	<p>1-36</p> <p>1-36 12-3 6</p> <p>1-36</p>	<p>a. 4/4 b. 2/4 c. 3/4 d. 2/2</p> <p>6. Reinforce correct hand position and strokes</p> <p>7. Add the following rudiments: a. Concert roll b. 7 stroke closed and open rolls c. Flam tap d. Drag</p> <p>8. Add additional auxiliary percussion and specific playing techniques</p> <p>9. Continue learning strategies and practice sight reading</p> <p>10. Continue learning concepts of improvisation and composition; apply concepts on instrument (Contributions of African Americans in the development of Jazz) DEI AM</p> <p>11. Play C, F, Bb, Eb scales on mallet instrument</p> <p>*Technology can be incorporated into the preceding student's objectives in the following manner: Smart Music, Recording Technology , YouTube and Band in Box</p>						
<p>Standards: 1.3A.5.Pr4b; 1.3A.5.Pr5b Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4</p>	1-36	<p>VI. Ensemble Skills (Year 2) (2 weeks then throughout) *See Below</p> <p>A. Woodwinds and Brass</p> <p>1. Understand and respond to conductor beat patterns: a. 2/4 b. 3/4 c. Dynamics</p> <p>2. Reinforce proper rehearsal and concert routines and protocol SEL</p> <p>3. Expand concepts of balance and blend in large and small ensemble settings</p> <p>4. Continue working cooperatively in large and</p>		X				
					X			
					X			
					X			
					X			
					X			

		<p>small groups by adding chamber music performances DEI SEL</p> <p>5. Transfer individual skills to group performance</p> <p>B. Percussion</p> <p>1. Understand and respond to conductor beat patterns:</p> <p>a. 2/4 b. 3/4 c. Dynamics</p> <p>2. Reinforce proper rehearsal and concert routines and protocols SEL</p> <p>3. Expand concepts of balance and blend in large and small ensemble settings</p> <p>4. Continue working cooperatively in large and small groups by adding chamber music performances DEI SEL</p> <p>5. Transfer individual skills to group performance</p>		X			
<p>Standards: 1.3A.5.Pr4b; 1.3A.5.Pr5b Technology: 9.4.5.IML.6 Career Readiness: 9.4.5.CT.4</p>	1-36	<p>VII. Musical Culture (Year 2) (1 week then throughout) *See Below</p> <p>A. Woodwinds and Brass</p> <p>1. Develop an appreciation of music from a variety of:</p> <p>a. Styles b. Cultures c. time periods d. Genres</p> <p>2. Perform music from text and concert selections from a variety of:</p> <p>a. Styles b. cultures c. time periods d. Genres</p> <p>DEIAM L+</p> <p>B. Percussion</p> <p>1. Develop an appreciation of music from a variety of:</p> <p>a. Styles b. Cultures</p>		X		X	X

	16-3 6	<ul style="list-style-type: none"> 3. Expand concepts of balance and blend in large and small ensemble settings 4. Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL 5. Transfer individual skills to group performance <p>B. Percussion</p> <ul style="list-style-type: none"> 1. Understand and respond to conductor beat patterns: <ul style="list-style-type: none"> a. 6/8 b. 5/4 c. Expressive gestures d. Dynamics 2. Reinforce proper rehearsal and concert routines and Protocols SEL 3. Expand concepts of balance and blend in large and small ensemble settings 4. Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL 5. Transfer individual skills to group performance <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube, Smart Music</p>			X			
Standards: 1.3A.8.Pr4a; 1.3A.8.Pr6a; 1.3A.8.Re7c Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4	1-36	XI. Musical Culture (Year 3) (1 week then throughout) *See Below <ul style="list-style-type: none"> A. Woodwinds and Brass <ul style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres DEIAM L+ 			X			
	1-36				X			

	1-36	<p>2. Perform music from text and concert selections from a variety of:</p> <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres <p style="text-align: center;">DEIAM L+</p> <p>B. Percussion</p> <ul style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres 2. Perform music from text and concert selections from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres <p style="text-align: center;">DEIAM L+</p>			X	X	
<p>Standards: 1.3A.8.Cr3a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4</p>		<p>XII. Analysis (Year 3) (1 week then throughout) *See Below</p> <ul style="list-style-type: none"> A. Woodwinds and Brass <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines B. Percussion <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others SEL 2. Become aware of the connections between musical concepts and other content areas 			X	X	X

		<p>3. Transfer learning methods between music and other academic disciplines</p> <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube, Smart Music</p>						
<p>Standards: 1.3A.8.Pr4b; 1.3A.8.Pr6a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4</p>	12-3 6	<p>XIII. Technique (Year 4) (Two weeks then throughout)</p> <p>A. Woodwinds and Brass</p> <p>1. Interpret the meaning of:</p> <p>a. <i>Piu</i> b. <i>Meno</i> c. <i>Molto</i> d. <i>Pesante</i></p> <p>2. Reinforce concepts of:</p> <p>a. Instrument care b. Posture c. position</p> <p>3. Reinforce concepts of:</p> <p>a. Tone quality b. Embouchure c. Tonguing d. Breathing</p> <p>4. Review and extend rhythm and rest patterns:</p> <p>a. Triple rhythms b. Sub-divided triple rhythms c. Dotted eighth and sixteenth d. 1-e-& e. 1-&-a f. Eighth quarter syncopation</p> <p>5. Play in the keys of:</p> <p>a. Ab b. A c. E concert</p> <p>6. Add all corresponding arpeggios and extended chromatic scales</p> <p>7. Add the following meters:</p> <p>a. 9/8 b. 12/8 c. 3/8</p>				X		
	1-36						X	
	1-36						X	
	8-36						X	
	12-3 6						X	
	12-3 6						X	X
	16-3 6							
	1-36 1-36						X	X
							X	X
							X	X

	8-36	8. Expand range on individual instrument						
	12-3	9. Play the following styles of articulation:						X
	6							
	24-3	a. Staccato						
	6	b. Legato						
	1-36	c. Marcato						
	1-36	d. Tenuto						X
		10. Know all enharmonic note names						
	1-36	11. Know most common alternate fingerings						
		12. Learn additional trill fingerings						
		13. Continue learning strategies and practice sight reading						
	1-36	14. Continue learning concepts of improvisation and composition, and apply concepts on instrument (Contributions of African Americans in the development of Jazz) DEI AM						X
	1-36							X
		B. Percussion						
		1. Interpret the meaning of:						
		a. Piu						
		b. Meno						
	8-36	c. Molto						X
		d. Pesante						X
		2. Reinforce concepts of:						
		a. Instrument care						
		b. Posture						
	1-36	c. Position						
	1-36	3. Review and extend rhythm and rest patterns:						X
		a. Triple rhythms						
		b. Sub-divided triple rhythms						
		c. L-e-a						
	1-36	d. Rest-&a sixteenth notes with accents						
		e. Triplets with accents						
		4. Add the following meters:						
		a. 3/8						
		b. 5/8						
		c. 7/8						
		d. 9/8						
		e. 12/8						

	1-36	<ul style="list-style-type: none"> 2. Reinforce proper rehearsal and concert routines and protocol SEL 3. Expand concepts of balance and blend in large and small ensemble settings 4. Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL 5. Transfer individual skills to group performance 								
	1-36	<p>B. Percussion</p> <ul style="list-style-type: none"> 1. Understand and respond to conductor beat patterns: <ul style="list-style-type: none"> a. 3/8 b. 9/8 c. 12/8 d. Expressive gestures e. Dynamics 2. Reinforce proper rehearsal and concert routines and protocols SEL 3. Expand concepts of balance and blend in large and small ensemble settings 4. Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL 5. Transfer individual skills to group performance 					X	X	X	X
Standards: 1.3A.8.Pr4b; 1.3A.8.Pr6a; 1.3A.8.Re7c Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4	1-36	XV. Musical Culture (1 week then throughout) (Year 4) **See Below A. Woodwinds and Brass <ul style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres 2. Perform music from text and concert selections from a variety of: 						X		
	1-36								X	

		<ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres <p>B. Percussion</p> <ul style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres 2. Perform music from text and concert selection from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. genres <p style="text-align: center;">DEI AM L+</p> <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube, Smart Music</p>					X				
<p>Standards: 1.3A.8.Cr3a Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.CI.4</p>	<p>1-36</p> <p>1-36</p>	<p>XVI. Analysis (Year 4) (2 weeks then throughout) *See Below</p> <p>A. Woodwinds and Brass</p> <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others, both live and on recordings SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines <p>B. Percussion</p> <ul style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others, both live and on recordings SEL 2. Become aware of the connections between musical concepts and other content areas 					X	X	X	X	X

		<p>3. Transfer learning method between music and other academic disciplines</p> <p>*Technology can be incorporated into the preceding student objectives in the following manner: Recording, Smart Music</p>					
<p>Standards: 1.3A.8.Pr4c; 1.3A.8.Pr6b Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4</p>	1-36	XVII. Technique (Year 5) (Two weeks then throughout)					X
		A. Woodwinds and Brass					
		1. Interpret the meaning of:					
	1-36	a. Expression					
		b. Tempo					
		c. Explore dynamic markings and terms related to concert repertoire					X
	1-36						
		2. Reinforce concepts of:					X
		a. Instrument care					
		b. Posture					
		c. Position					
	1-36	3. Reinforce concepts of:					
		a. Tone					
		b. Quality					X
	18-3 6	c. Embouchure					X
18-3 6	d. Tonguing					X	
	e. Breathing						
	4. Review and extend rhythm and rest patterns related to concert repertoire					X	
1-36	5. Play in all 12 major keys						
1-36	6. Play in all 12 major scales in the full-range of the instrument, play all corresponding arpeggios, and extended chromatic scale					X	
1-36						X	
	7. Understand the concept of minor scales and begin playing minor scales					X	
						X	
	8. Expand range on individual instrument					X	
	9. Reinforce the following styles of articulation:					X	
1-36	a. Staccato						
1-36	b. Legato						
18-3 6	c. Marcato						
1-36	d. Tenuto					X	

	1-36 20-3 6	<p>9. Tune timpani during performances</p> <p>10. Execute staccato, legato, and marcato tenuto articulations and cross-stickings on timpani</p> <p>11. Continue playing drum set:</p> <ol style="list-style-type: none"> Add bossa nova beat Add mambo beat Trade fours in all styles and at various tempos <p>12. Continue learning strategies and practice sight reading</p> <p>13. Continue learning concepts of improvisation and composition and apply concepts on instrument (Contributions of African Americans in the development of Jazz) DEI AM</p> <p>*Technology can be incorporated into the preceding student objectives in the following manner: Smart Music, Notation</p>				
<p>Standards: 1.3A.8.Pr4c; 1.3A.8.Pr6b Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4</p>	1-36 1-36 1-36	<p>XVIII. Ensemble Skills (Year 5) (Two weeks then throughout) *See Below</p> <p>A. Woodwinds and Brass</p> <ol style="list-style-type: none"> Understand and respond to: <ol style="list-style-type: none"> Conductor beat patterns Expressive gesture Dynamics Reinforce proper rehearsal and concert routines and protocols SEL Expand concepts of balance and blend in large and small ensemble settings Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL Transfer individual skills to group performance <p>B. Percussion</p> <ol style="list-style-type: none"> Understand and respond to: <ol style="list-style-type: none"> Conductor beat patterns 				X X X X X X X

		<ul style="list-style-type: none"> b. Expressive gesture c. Dynamics <ol style="list-style-type: none"> 2. Reinforce proper rehearsal and concert routines and protocols SEL 3. Expand concepts of balance and blend in large and small ensemble settings 4. Continue working cooperatively in large and small groups by continuing chamber music performances DEI SEL 5. Transfer individual skills to group performance <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube</p>					
Standards: 1.3A.8.Pr4c ; 1.3A.8.Pr6b Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4	1-36	XIX. Musical Culture (Year 5) (One week then throughout) *See Below <ol style="list-style-type: none"> A. Woodwinds and Brass <ol style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres 2. Perform music from text and concert selections from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres B. Percussion <ol style="list-style-type: none"> 1. Develop an appreciation of music from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures c. Time periods d. Genres 2. Perform music from text and concert selection from a variety of: <ul style="list-style-type: none"> a. Styles b. Cultures 					X
	1-36						X
	1-36						X
							X

		<p>c. Time periods d. Genres</p> <p>DEI AM L+</p> <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube</p>					
<p>Standards: 1.3A.8.Cr3b Technology: 9.4.8.TL.3 Career Readiness: 9.4.8.Cl.4</p>	<p>1-36</p> <p>1-36</p>	<p>XX. Analysis (Year 5) (Two weeks then throughout)</p> <p>A. Woodwinds and Brass</p> <ol style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others, both live and on recordings SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines <p>B. Percussion</p> <ol style="list-style-type: none"> 1. Reflect on their own performances, as well as the performances of others, both live and on recordings SEL 2. Become aware of the connections between musical concepts and other content areas 3. Transfer learning methods between music and other academic disciplines <p>*Technology can be incorporated into the preceding student objectives in the following manner: YouTube, Recording</p>					<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

RESOURCES/ACTIVITIES GUIDE

Band Expressions Books 1 and 2. Alfred Publishing.

Blair, Peter. Jazz Basics. Ohio: Heritage Music Press, 2004.

Colaneri, Chris. Modern Etudes and Studies for the Total Percussionist. New York: Oxford University Press, 2015.

Pearson, Bruce. Standard of Excellence. Volumes 1 and 2. California: Neil A. Kjos Music Company, 1997.

O'Reilly & Williams. Accent on Achievement Book 3. California: Alfred Publishing Company, 1998.

Zisman, Michael. The Real Easy Book. California: Sher Music Company Publication, 2003.

SUGGESTED AUDIO-VISUAL/COMPUTER AIDS

Software – Teacher and Student Use

Band-in-Box Play-Along Program

Finale Notation Program

Garage Band

Sibelius 3 Notation Program – or

Internet Resources

Home Practice Online – <http://astro.temple.edu/~swatson/pages/>

K-12 Resources for Music Educators – www.K-12music.com

www.metronome.com

www.bandfolio.com

www.jwpepper.com

www.menc.org

www.musiceducatorsresource.com

www.njmea.org

*Or other literature, video, or digital materials of equal academic worth