



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Assistant Superintendent

Instrumental Music (6-8)

Content Area: Instrumental Music

Grade Span: 6-8

Revised by: Fabian Schulz

Presented by: Rebekah Sterlacci

Approval date: August 2023

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COURSE OVERVIEW

Description

Instrumental Music course is offered at the Middle School Level on an alternating A/B schedule. This course is the continuation from the Intermediate School Instrument Music Program for the majority of the students.

The Instrumental Music Program teaches the art of music performance, fundamental skills, music understanding, and musical awareness. Through the study of students' chosen instruments, all instrumental students will actively participate in performing, analyzing and listening to a wide variety of music. The study of instrumental music prepares students for success by reinforcing life skills such as problem solving, critical thinking, teamwork, leadership and self-discipline – in addition to musical excellence.

Repertoire and learning materials contain examples, exposure, and knowledge about musicians from varied backgrounds, life experiences, and time periods. Repertoire and classroom materials seek to represent our students' experiences and draw connections from the classroom to historical and contemporary musical experiences.

Goals

- Students will be able to maintain prior knowledge for continued success as a musician.
- Students will understand that advanced concert preparation demands a higher level of commitment towards increased musical knowledge.
- Students will be able to recognize the correlation of aesthetics heightens musical performance.
- Students will learn the importance of concert etiquette, both as performer and audience member.
- Students will learn how music has roots in various cultures and historical periods.
- Students will learn the development of fundamentals must continue for quality musicianship.
- Students will exercise critique as a tool to develop a sense of aesthetics and leads to artistic and personal growth.
- Students will exercise the development of good musicianship with reinforcement of fundamentals.
- Students will develop an understanding of how personal performance relates to ensemble performance.
- Students will improve on techniques required for good tone production.
- Students will improve on techniques required for good pitch production.
- Students will improve on techniques required for good ensemble performance.
- Students will understand that expressive musicianship is demonstrated through an understanding of aesthetics.
- Students will understand that advanced concert preparation demands a higher level of commitment towards increased musical knowledge.
- Students will understand that proper concert etiquette, both as performer and audience member, is to be observed at all times.
- Students will understand that music has roots in various cultures and historical periods.
- Students will understand that the development of fundamentals must continue for quality musicianship.
- Students will understand that the practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

Scope and Sequence		
Unit	Topic	Length
Grade 6: Unit 1	Fundamentals- Performance Preparation I	Full Year
Grade 6: Unit 2	Performance Preparation II and Continued Fundamental Development	Full Year
Grade 7/8: Unit 1	Fundamentals- Performance Preparation I	Full Year
Grade 7/8: Unit 2	Performance Preparation II and Continued Fundamental Development	Full Year
Resources		
<p>Suggested Resources: Garageband iPad apps Rhythm Cat Music Tutor Youtube Recordings, Videos, artistic examples of varied time periods and composers.</p>		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale

Grade 6- Unit 1- Fundamentals- Performance Preparation I

Topics Include:

- Proper concert etiquette.
- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Basic musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Grade 6- Unit 2- Performance Preparation II and Continued Fundamental Development

Topics Include:

- Proper concert etiquette.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Additional musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music.

Grade 7/8- Unit 1- Fundamentals- Performance Preparation I

Topics Include:

- Proper concert etiquette.
- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Required musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Grade 7/8- Unit 2- Performance Preparation II and Continued Fundamental Development

Topics Include:

- Proper concert/festival etiquette.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Additional musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Additional historical and cultural references as they are presented in the music being learned.

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
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1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Anchor Standard 2: Organizing and Developing Ideas	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Anchor Standard 3: Refining and Completing Products	
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12nov.Cr3b	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.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	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.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4a	Select 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.
1.3C.12int.Pr4b	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.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes

1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
1.3C.12int.Pr5a	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.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
Anchor Standard 8: Interpreting intent and meaning	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	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 the setting of the text (when appropriate).
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.

1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
Anchor Standard 9: Applying criteria to evaluate products.	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Grade 6 UNIT 1: Fundamentals- Performance Preparation I

Summary and Rationale	
<p>Grade 6- Fundamentals- Performance Preparation I</p> <p>Topics Include:</p> <ul style="list-style-type: none"> • Proper performance etiquette. • Proper classroom rules and procedures. • All aspects of good performance: tone, intonation, technique, interpretation, and balance. • Basic musical terminology. • Previous and additional fundamentals that will assist students in mastering higher levels of musicianship. • Basic historical and cultural references as they are presented in the music being learned. <p>Specific Content/Skills</p> <ul style="list-style-type: none"> • Read, write, count and play higher-level rhythms and corresponding rests in simple meters. • Read, write simple pitch notation in appropriate key (s). • Identify and define standard notation symbols for pitch, dynamics, tempo, articulation, and expression. • Sight-read music at a level of difficulty of Grade 1- 1.5. • Play with appropriate dynamics and tempo maintaining a balance between the instruments. • Play with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of Grade 1-2. • Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor. 	
Recommended Pacing	
Full year course, classes are held every other day on A/B schedule.	
State Standards	
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	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.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12int.Pr4b	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.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
1.3C.12int.Pr5a	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.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
Instructional Focus	
Unit Enduring Understandings	
Student will understand that:	
<ul style="list-style-type: none"> Maintaining prior knowledge is essential for continued success as a musician. 	

- Advanced concert preparation demands a higher level of commitment towards increased musical knowledge.
- Awareness of aesthetics heightens musical performance.
- Proper concert etiquette, both as performer and audience member, is to be observed at all times.
- Music has roots in various cultures and historical periods.
- The development of fundamentals must continue for quality musicianship.
- The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.
- Personal performance impacts ensemble performance.

Unit Essential Questions

- Why is prior knowledge necessary?
- What can we do to increase level of commitment and musical knowledge?
- How does the awareness of aesthetics impact performance?
- How do we conduct ourselves at a performance?
- Why perform music from various cultures and time periods?
- What are the benefits of learning additional fundamentals?
- Why do we practice giving and receiving critique?

Objectives

Students will know:

- Proper concert etiquette.
- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Basic musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music.

Students will be able to:

- Conduct themselves appropriately as performers and observers.
- Follow classroom rules and procedures.
- Apply performance skills: tone, intonation, technique, interpretation and balance through performance.
- Define and apply basic music terminology.
- Demonstrate increasing mastery in the following areas: Fingering, embouchure, articulation, breath/stick/bow control, rudiments, sight-reading, and tuning.
- Play and perform pieces from various time periods and/or cultures.

Resources

Suggested Resources:

Garageband
 iPad apps
 Rhythm Cat
 Music Tutor
 Youtube
 Recordings, Videos, artistic examples of varied time periods and composers.

Assessment Suggestions:

Midterm/Final Benchmark

Playing quizzes

Concert performance

Lesson Suggestions:

Music Terminology

Key signature charts

Composer/time period matching games

Rhythmic Dictation

Grade 6 UNIT 2: Performance Preparation II and Continued Fundamental Development

Summary and Rationale

Grade 6- Performance Preparation II and Continued Fundamental Development

Topics Include:

- Proper performance etiquette.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Additional musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Specific Content/Skills

- Read, write, count and play higher-level rhythms and corresponding rests in simple meters.
- Read, write, count and play in compound 6/8 time.
- Read, write simple pitch notation in appropriate key (s).
- Perform chromatic scale and demonstrate knowledge and understanding of enharmonics.
- Identify and define standard notation symbols for pitch, dynamics, tempo, articulation, and expression.
- Sight-read music at a level of difficulty of Grade 1- 1.5.
- Play with appropriate dynamics and tempo maintaining a balance between the instruments.
- Play with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of Grade 1-2.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.

Recommended Pacing

Full year course, classes are held every other day on A/B schedule.

State Standards

Anchor Standard 7: Perceiving and Analyzing Products

1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
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1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Expressive musicianship is demonstrated through an understanding of aesthetics. • Advanced concert preparation demands a higher level of commitment towards increased musical knowledge. • Proper concert etiquette, both as performer and audience member, is to be observed at all times. • Music has roots in various cultures and historical periods. • The development of fundamentals must continue for quality musicianship. • The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do aesthetics affect music? • What can you do to increase your level of commitment and musical knowledge? • How do you conduct yourself at a performance? • Why perform music from various cultures and time periods? • What are the benefits of learning additional fundamentals? • Why practice giving and receiving critique? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Proper performance etiquette. • Proper classroom rules and procedures. • All aspects of good performance: tone, intonation, technique, interpretation, and balance. • Define and apply musical terminology. • Previous and additional fundamentals that will assist students in mastering higher levels of musicianship. • Basic historical and cultural references as they are presented in the music. 	

Students will be able to:

- Conduct themselves appropriately as performers and observers.
- Apply performance skills: tone, intonation, technique, interpretation and balance through performance.
- Define additional music terminology.
- Demonstrate increasing mastery in the following areas: Fingering, embouchure, articulation, breath/stick/bow control, rudiments, complex rhythm, sight-reading, and tuning.
- Play and perform pieces from various time periods and/or cultures.

Resources

Suggested Resources:

Garageband

iPad apps

Rhythm Cat

Music Tutor

Youtube

Recordings, Videos, artistic examples of varied time periods and composers.

Assessment Suggestions:

Midterm/Final Benchmark

Playing quizzes

Concert performance

Lesson Suggestions:

Music Terminology

Key signature charts

Composer/time period matching games

Rhythmic Dictation

Grade 7/8 UNIT 1: Fundamentals- Performance Preparation I

Summary and Rationale

Grade 7/8- Unit 1- Fundamentals- Performance Preparation I

Topics Include:

- Proper performance etiquette.
- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Required musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Specific Content/Skills

- Read, write, count and play complex rhythm in both simple and/or compound meters.
- Identify and define standard notation symbols for dynamics, tempo, articulation, and expression.
- Sight-read music with a level of difficulty of Grade 2-2.5.
- Play with expression and technical accuracy, and a varied repertoire of instrumental literature with a level of difficulty of Grade 2-3.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.

Recommended Pacing

Full year course, classes are held every other day on A/B schedule.

State Standards

Anchor Standard 1: Generating and Conceptualizing Ideas

1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
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1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
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Anchor Standard 2: Organizing and Developing Ideas

1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
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1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
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Anchor Standard 3: Refining and Completing Products

1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
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1.3C.12nov.Cr3b	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.
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Anchor Standard 4: Selecting, Analyzing, and Interpreting Work	
1.3C.12nov.Pr4a	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.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
1.3C.12int.Pr4a	Select 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.
1.3C.12int.Pr4b	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.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.

1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
1.3C.12int.Pr5a	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.
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
Anchor Standard 6: Conveying Meaning Through Art	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
Anchor Standard 7: Perceiving and Analyzing Products	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
Instructional Focus	
Unit Enduring Understandings	
<p>Student will understand that:</p> <ul style="list-style-type: none"> • Maintaining prior knowledge is essential for continued success as a musician. • Advanced concert preparation demands a higher level of commitment towards increased musical knowledge. • Awareness of aesthetics heightens musical performance. • Proper concert etiquette, both as performer and audience member, is to be observed at all times. • Music has roots in various cultures and historical periods. • The development of fundamentals must continue for quality musicianship. • The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth. • Personal performance impacts ensemble performance. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is prior knowledge necessary? • What can we do to increase level of commitment and musical knowledge? • How does the awareness of aesthetics impact performance? • How do we conduct ourselves at a performance? • Why perform music from various cultures and time periods? • What are the benefits of learning additional fundamentals? • Why practice critique? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Proper concert etiquette. 	

- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Basic musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Students will be able to:

- Conduct themselves appropriately as performers and observers.
- Follow classroom rules and procedures.
- Apply performance skills: tone, intonation, technique, interpretation and balance through performance.
- Define required music terminology.
- Demonstrate increasing mastery in the following areas: Fingering, shifting, vibrato, embouchure, articulation, breath/stick/bow control, rudiments, complex meter/rhythm, sight-reading, and tuning.
- Play and perform pieces from various time periods and/or cultures.

Resources

Suggested Resources:

Garageband
 iPad apps
 Rhythm Cat
 Music Tutor
 Youtube
 Recordings, Videos, artistic examples of varied time periods and composers.

Assessment Suggestions:

Midterm/Final Benchmark
 Playing quizzes
 Concert performance

Lesson Suggestions:

Music terminology
 Key signature charts
 Compose short melodies
 Composer/time period matching games
 Rhythmic Dictation

Grade 7/8 UNIT 2: Performance Preparation II and Continued Fundamental Development

Summary and Rationale

Grade 7/8- Unit 2- Performance Preparation II and Continued Fundamental Development

Topics Include:

- Proper concert/festival etiquette.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Additional musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Additional historical and cultural references as they are presented in the music being learned.

Specific Content/Skills

- Read, write, count and play quarter note triplets and simple and/or compound meters and rhythms.
- Identify and define standard notation symbols for dynamics, tempo, articulation, and expression.
- Sight-read music with a level of difficulty of Grade 2-2.5.
- Play with expression and technical accuracy, and a varied repertoire of instrumental literature with a level of difficulty of Grade 2-3.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.

Recommended Pacing

Full year course, classes are held every other day on A/B schedule.

State Standards

Anchor Standard 8: Interpreting intent and meaning.

1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
1.3C.12int.Re8a	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 the setting of the text (when appropriate).
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Anchor Standard 9: Applying criteria to evaluate products.

1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Instructional Focus	
Unit Enduring Understandings	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • Expressive musicianship is demonstrated through an understanding of aesthetics. • Advanced concert preparation demands a higher level of commitment towards increased musical knowledge. • Proper concert etiquette, both as performer and audience member, is to be observed at all times. • Music has roots in various cultures and historical periods. • The development of fundamentals must continue for quality musicianship. • The practice of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth. 	

Unit Essential Questions

- What can you do to increase your level of commitment and musical knowledge?
- How do you conduct yourself at a performance/festival?
- Why perform music from various cultures and time periods?
- What are the benefits of learning additional fundamentals on each instrument and as an ensemble?
- What is the importance of giving and receiving critique?

Objectives**Students will know:**

- Proper performance etiquette.
- Proper classroom rules and procedures.
- All aspects of good performance: tone, intonation, technique, interpretation, and balance.
- Basic musical terminology.
- Previous and additional fundamentals that will assist students in mastering higher levels of musicianship.
- Basic historical and cultural references as they are presented in the music being learned.

Students will be able to:

- Conduct themselves appropriately as performers and observers.
- Apply performance skills: tone, intonation, technique, interpretation and balance through performance.
- Define and apply additional music terminology.
- Demonstrate increasing mastery in the following areas: Fingering, shifting, vibrato, embouchure, articulation, breath/stick/bow/finger control, rudiments, complex meter/rhythm, sight-reading, tuning and improvisation.
- Play and perform pieces from various time periods and/or cultures.

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