

Pine Hill Public Schools Curriculum

Content Area:		Related Arts	
Course Title/ Grade Level:		Instrumental Music (6-8)	
Unit 1:	Elements	Month:	Ongoing
Unit 2:	Fundamentals	Month:	MP 1
Unit 3:	Theory	Month:	MP 2
Unit 4:	Critique/Assessment	Month:	MP 3
Unit 5:	Performance	Month:	MP 4
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Instrumental Music Curriculum**

Unit Title: Elements		Unit #: 1
Course or Grade Level: Band		Length of Time:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What is the proper posture when playing my instrument? • What is proper breathing? • What is a staff? • What is a time signature? • What is a flat, sharp, natural, and accidental? • What is a key signature? 	
Content	<p>Tier One</p> <ul style="list-style-type: none"> • Posture • Embouchure • Conducting <p>Tier Two</p> <ul style="list-style-type: none"> • Time Signature • Key Signature <p>Tier Three</p> <ul style="list-style-type: none"> • Flat • Sharp • Natural • Accidental 	
Skills	<ul style="list-style-type: none"> • Play their instrument using the correct posture and embouchure. • Care for their instrument. • Play notes on their instruments using proper fingerings. • Identify the names of the lines and spaces on a music staff. • Use the knowledge of the names of the lines and spaces to identify notes above and below the staff • Identify and define basic time signatures (2/4, 3/4, 4/4). • Identify a flat, sharp, natural, and accidental. 	
Assessments	<ul style="list-style-type: none"> • Test on note names, time signatures, and key signatures. • Students will attend weekly group lessons and be individually assessed on their technical development and knowledge on music fundamentals. • Teacher Observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Strategies or activities aimed at assisting students above or below the mainstream level of the lesson <ol style="list-style-type: none"> 1. Lessons will be adjusted to each student specifically. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills are utilized when adding note values and comparing divisions of notes. • Students will learn music vocabulary. • Students will develop coordination and learn about breathing. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Theory Worksheets for Beginning Band by Denise Gagne • How to Care for Your Musical Instrument by Denise Gagne • The Complete Encyclopedia of Fingering Charts • Word Wall Kit by Veronica Harper 	
2009 NJCCCS		
Standard: 1.1 The Creative Process; 1.3 Performance		
Strand(s): Music		

Content Statement(s):		CPI # / CPI(s): 1.1.8.B.1, 1.3.8.B.1					
Analyze the application of the elements of music.							
Perform instrumental compositions using various notations.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Instrumental Music Curriculum**

Unit Title: Fundamentals		Unit #: 2
Course or Grade Level: Band		Length of Time:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What are whole, half, quarter, and eighth notes and rests? • What are dotted notes and rests? • What are sixteenth notes and rests? • How do you tune your instrument? • What is a triplet? 	
Content	<p>Tier One</p> <ul style="list-style-type: none"> • Whole Notes and Rests • Half Notes and Rests • Quarter Notes and Rests • Eighth Notes and Rests <p>Tier Two</p> <ul style="list-style-type: none"> • Sixteenth Notes and Rests • Dotted Half Notes and Rests • Dotted Quarter Notes and Rests <p>Tier Three</p> <ul style="list-style-type: none"> • Dotted Eighth Notes • Triplets • Intonation • Syncopation 	
Skills	<ul style="list-style-type: none"> • Identify, count, and play various notes and rests. • How to tune their instrument and adjust accordingly. • Identify, count, and play notes and rests in various time signatures 	
Assessments	<ul style="list-style-type: none"> • Test on counting rhythms. • Students will attend weekly group lessons and be individually assessed on their technical development and knowledge on music fundamentals. • Teacher Observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Strategies or activities aimed at assisting students above or beyond the mainstream level of the lesson <ol style="list-style-type: none"> 1. Lessons will be adjusted to each student specifically. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills are utilized when adding note values and comparing division of notes. • Students will learn music vocabulary. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Theory Worksheets for Beginning Band by Denise Gagne • Word Wall Kit by Veronica Harper • Thirty Days to Rhythm by Betsy Henderson 	
2009 NJCCCS		
Standard: 1.1 The Creative Process; 1.3 Performance		
Strand(s): Music		
Content Statement(s):		CPI # / CPI(s): 1.1.8.B.1, 1.3.8.B.1
Analyze the application of the elements of music.		

Perform instrumental compositions using various notations.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Theory		Unit #: 3
Course or Grade Level: Band		Length of Time:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What is a Major Scale? • What is a rudiment? • What is rhythm? • How does a time signature apply to counting rhythms? 	
Content	<p>Tier One</p> <ul style="list-style-type: none"> • Major Scale • Common Time • Cut Time • Rudiment <p>Tier Two</p> <ul style="list-style-type: none"> • Meter <p>Tier Three</p> <ul style="list-style-type: none"> • Simple Meter • Compound Meter 	
Skills	<ul style="list-style-type: none"> • Identify notes in all major scales. • Play major scales on their instruments. • Define and apply basic time signatures (2/4, 3/4, 4/4) • Identify, count, and play in simple time signatures. • Identify, count, and play in compound time signatures. • Identify, count, and play in cut time (2/2) 	
Assessments	<ul style="list-style-type: none"> • Performance test on Major Scales and/or Rudiments. • Test on Time Signatures. • Students will attend weekly group lessons and be individually assessed on their technical development and knowledge on music fundamentals. • Teacher Observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Strategies or activities aimed at assisting students above or beyond the mainstream level of the lesson <ol style="list-style-type: none"> 1. Lessons will be adjusted to each student specifically. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Math skills are utilized when adding note values and comparing division of notes. • Students will learn music vocabulary. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Theory Worksheets for Beginning Band by Denise Gagne • Thirty Days to Rhythm by Betsy Henderson • Basic in Rhythm by Garwood Whaley • Word Wall Kit by Veronica Harper • http://www.drumrudiments.com 	
2009 NJCCCS		
Standard: 1.1 The Creative Process; 1.3 Performance		
Strand(s): Music		
Content Statement(s):		CPI # / CPI(s): 1.1.8.B.1, 1.3.8.B.1
Analyze the application of the elements of music.		

Perform instrumental compositions using various notations.							
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
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Unit Title: Critique/Assessment		Unit #: 4
Course or Grade Level: Band		Length of Time:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What are my individual goals this year? • What is concert etiquette? • How is music diverse? • How can a concert be an educational/growth experience for students and a satisfying entertainment experience for the audience? 	
Content	<p>Tier One</p> <ul style="list-style-type: none"> • Concert Etiquette <p>Tier Two</p> <ul style="list-style-type: none"> • Memorize <p>Tier Three</p> <ul style="list-style-type: none"> • Musical Expression • Listening Skills 	
Skills	<ul style="list-style-type: none"> • Play a variety of levels of musical literature. • Critique a musical performance using various musical terminologies. • Assess their own playing. • Attend a musical performance while demonstrating appropriate concert etiquette. • Memorize major scales/rudiments. 	
Assessments	<ul style="list-style-type: none"> • Constant review and assessment of material learned throughout the year. • Self Assessment/End of Year Reflections • Students will attend weekly group lessons and be individually assessed on their technical development and knowledge on music fundamentals. • Concert Performance • Teacher Observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Strategies or activities aimed at assisting students above or beyond the mainstream level of the lesson <ol style="list-style-type: none"> 1. Lessons will be adjusted to each student specifically. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Students will learn vocabulary, including a limited amount of words in Italian, Latin, Spanish, and other foreign languages through music. • Etiquette = Life Skills? • Post Concert Critique – Students will write an assessment of the concert. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Theory Worksheets for Beginning Band by Denise Gagne • Basic in Rhythm by Garwood Whaley • Word Wall Kit by Veronica Harper 	
2009 NJCCCS		
Standard: 1.1 The Creative Process; 1.2 History of Arts and Culture; 1.3 Performance; 1.4 Aesthetic Responses and Critique Methodologies		
Strand(s): Music; Aesthetic Responses		
Content Statement(s):	CPI # / CPI(s): 1.1.8.B.1, 1.2.8.A.3, 1.3.8.B.2, 1.3.8.B.3,	
Analyze the application of the elements of music.	1.4.8.A.2	
Analyze impact of culture of arts.		
Stylistic considerations vary across genres, cultures, and		

historical eras.			
Understanding terminology is a component of music literacy.			
Identify works used for utilitarian and non-utilitarian purposes.			
<u>21st Century Themes</u>			
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<u>21st Century Skills</u>			
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools
Instrumental Music Curriculum**

Unit Title: Performance		Unit #: 5
Course or Grade Level: Band		Length of Time:
Pacing		
Essential Questions	<ul style="list-style-type: none"> • What are dynamics? • What is articulation? • What is the history of the music? • What is tempo? • How are musical performers diverse? • How can a concert be an educational/growth experience for students and a satisfying entertainment experience for the audience? 	
Content	<p>Tier One</p> <ul style="list-style-type: none"> • Dynamics • Articulations <p>Tier Two</p> <ul style="list-style-type: none"> • Tempo • Ritardando <p>Tier Three</p> <ul style="list-style-type: none"> • Tuning • Conducting 	
Skills	<ul style="list-style-type: none"> • Identify and play various dynamic markings on their instrument. • Identify and play various articulations on their instrument. • Understand how tuning affects a musical performance. • Demonstrate various tempos in their playing. • Follow various conducting patterns during a performance of a variety of pieces. • Participate in concert/performances throughout the year demonstrating the proficiencies of this course. 	
Assessments	<ul style="list-style-type: none"> • Constant review and assessment of material learned throughout the year. • Playing and written test on various dynamic and articulation markings. • Self Assessment • Students will attend weekly group lessons and be individually assessed on their technical development and knowledge on music fundamentals. • Concert Performance • Teacher Observation 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Strategies or activities aimed at assisting students above or beyond the mainstream level of the lesson <ol style="list-style-type: none"> 1. Lessons will be adjusted to each student specifically. 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Students will learn music vocabulary, including a limited amount of Italian, Latin, Spanish, and other foreign languages through music. 	
Lesson resources / Activities	<ul style="list-style-type: none"> • Theory Worksheets for Beginning Band by Denise Gagne • Word Wall Kit by Veronica Harper 	
2009 NJCCCS		
Standard: 1.1 The Creative Process; 1.2 History of the Arts and Culture; 1.3 Performance; 1.4 Aesthetic Responses and Critique Methodologies		
Strand(s): Music, History of the Arts and Culture, Aesthetic Responses, Critique Methodologies		

Content Statement(s):	CPI # / CPI(s): 1.1.8.B.1, 1.2.8.A.3, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.3, 1.4.8.A.7, 1.4.8.B.1
Analyze the application of the elements of music.	
The arts reflect cultural morays and personal aesthetics throughout the ages.	
Stylistic considerations vary and understanding discipline-specific arts terminology.	
Performance technique.	
Artwork may be both utilitarian and non-utilitarian.	
Assessing requires objectivity and understanding.	

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		