

**Warren Township Schools
Warren, New Jersey**

Instrumental Music Curriculum Grades 4-8

Aligned with New Jersey Core Curriculum Content Standards, 2009



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Scope and Sequence

WARREN TOWNSHIP SCHOOLS INSTRUMENTAL MUSIC CURRICULUM

Key: I = Introduce
 M = Master
 R = Reinforce

**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Technical Skills

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2; 1.4.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|--|----------|----------|----------|----------|----------|
| <u>Posture</u> | Demonstrate proper posture; Analyze the effects of proper posture on the sound produced; Differentiate between improper and proper posture habits. | I | M | M | R | R |
| | Demonstrate correct instrument holding and fingering technique; Analyze the effects of proper holding and fingering technique on the sound produced. | I | M | M | R | R |
| | Analyze the student's own tone in relationship to his or her posture. | | | | I | M |
| | Compare and contrast the student's own tone to others in relationship to their postures. | | | | | I |
| <u>Breathing</u> | Demonstrate correct breathing habits; Analyze the effects of proper breathing technique on the sound produced. | I | M | M | R | R |
| | Discuss the effects of proper breathing technique on the quality of performance. | | I | M | M | R |
| | Analyze the student's own tone in relationship to his or her breathing. | | | I | M | R |
| | Compare and contrast the student's own tone to others in relationship to their breathing. | | | | I | M |

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Technical Skills

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|---|
| Grades 4-5 | 1.1.5.B.1; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| Grades 6-8 | 1.3.8.B.1; 1.3.8.B.2; 1.4.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---|--|---|---|---|---|---|
| <u>Embouchure or Bow Hold</u> | Demonstrate correct instrument holding and fingering technique; Analyze the effects of proper holding and fingering technique on the sound produced. Demonstrate the beginnings of a correct embouchure or bow hold; Analyze the effects of a proper embouchure or bow hold on the sound produced. | I | M | M | R | R |
| | Discuss the effects of proper holding and fingering technique on the quality of performance. Analyze the effects of a proper embouchure or bow hold on quality of performance. | | I | M | R | R |
| | Analyze the student's own tone in relationship to his or her embouchure or bow hold. | | | I | M | R |
| | Compare and contrast the student's own tone to others in relationship to their embouchure or bow hold. | | | | I | M |
| <u>Articulation, Tounguing, and/or Bowing</u> | Demonstrate correct articulation, tonguing, and/or bowing habits; Analyze the effects of proper articulation on the sound produced; Differentiate between improper and proper articulation habits. | I | M | R | R | R |
| | Discuss the effects of proper articulation on the quality of performance. | | I | M | R | R |
| | Analyze the student's own abilities to articulate, tongue, and/or bow correctly. | | | I | M | R |
| | Compare and contrast the student's own abilities to articulate, tongue, and/or bow correctly to others. | | | | I | M |
| <u>Stick Techniques (Percussion)</u> | Demonstrate the correct stick grip, angle, and rebound; Analyze the effects of proper sticking techniques on the sound produced. | I | M | M | R | R |
| | Discuss the effects of proper sticking techniques on the quality of performance. | | I | M | R | R |
| | Analyze the student's own performance in relationship to his or her stick techniques . | | | I | M | R |
| | Compare and contrast the student's own performance in relationship to their stick techniques to others . | | | | I | M |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Care and Maintenance of Instrument

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|--|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|---|----------|----------|----------|----------|----------|
| <u>Assembly</u> | Demonstrate and/or describe proper instrument assembly procedures. | I | M | R | R | R |
| | Utilize proper instrument assembly procedures; Discuss the possible effects of improper assembly procedures on the learner's instrument. | | I | M | R | R |
| | Distinguish between proper and improper instrument assembly procedures, and compare how they affect the life of the instrument. | | | I | M | R |
| <u>Maintenance</u> | Demonstrate basic maintenance practices specific to the learner's instrument. | I | M | R | R | R |
| | Utilize proper maintenance practices specific to the learner's instrument; Discuss the possible effects of proper and improper maintenance practices on the learner's instrument. | | I | M | R | R |
| | Evaluate how proper maintenance practices affect the life of the instrument. | | | I | M | R |
| <u>Cleaning</u> | Demonstrate basic cleaning procedures specific to the learner's instrument. | I | M | M | R | R |
| | Utilize proper cleaning procedures specific to the learner's instrument. | | I | M | R | R |
| | Evaluate how daily cleaning procedures affect the life of the instrument. | | | I | M | R |
| <u>Storage</u> | Demonstrate knowledge of proper storage procedures for the learner's instrument; Discuss the possible effects of improper storage of the learner's instrument. | I | M | R | R | R |
| | Utilize proper storage procedures for the learner's instrument. | | I | M | R | R |
| | Evaluate how the use of those procedures in school, at home and while travelling between the two affects the life of the instrument. | | | I | M | R |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Tone and Intonation

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2; 1.4.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|-----------------------|---|----------|----------|----------|----------|----------|
| <u>Tone</u> | Demonstrate a characteristic beginning tone on the learner's instrument. | I | M | R | R | R |
| | Produce a characteristic intermediate tone during performance; Describe a quality tone using age-appropriate adjectives. | | I | M | R | R |
| | Consistently produce a characteristic intermediate tone quality in individual and group performances; Identify and describe a good tone using age-appropriate adjectives. | | | I | M | R |
| | Consistently produce a characteristic advanced tone quality in individual and group performances; Identify and describe a good tone using correct musical vocabulary. | | | | I | M |
| <u>Sustained Tone</u> | Demonstrate a steady tone for a short period of time. | I | M | R | R | R |
| | Consistently utilize a steady tone during performance of a phrase appropriate to the learner's ability level; Describe how to produce and sustain a steady tone using age-appropriate adjectives. | | I | M | R | R |
| | Sustain tones for an extended period of time with little or no fluctuation of quality or pitch; Describe how to produce and sustain a sustained tone using age-appropriate adjectives. | | | I | M | R |
| | Describe how to produce and sustain a sustained tone using correct musical vocabulary. | | | | I | M |

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Tone and Intonation

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|--|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| Grades 6-8 | 1.3.8.B.1; 1.3.8.B.2; 1.4.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|-------------------|--|---|---|---|---|---|
| <u>Tuning</u> | Demonstrate basic tuning procedures. | I | M | R | R | R |
| | Explain and utilize basic instrument-specific tuning procedures. | | I | M | R | R |
| | Tune properly to a given pitch, analyzing whether the pitch is correct, sharp, or flat, and how to adjust it. | | | I | M | R |
| | Use correct musical vocabulary to describe how to adjust pitch. | | | | I | M |
| <u>Intonation</u> | Differentiate between a correct and incorrect pitch; Identify necessary steps needed to correct an incorrect pitch relative to the learner's instrument. | I | M | R | R | R |
| | Utilize necessary steps needed to correct an incorrect pitch. Differentiate between and accurately demonstrate a whole step and a half step (String Instruments only). | | I | M | R | R |
| | Recognize and analyze pitch differences during ensemble rehearsals, adjusting as needed; describe these differences using correct musical vocabulary. | | | | I | M |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Rhythm and Meter

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 | |
|-------------------------------|--|----------|----------|----------|----------|----------|---|
| <u>Note & Rest Values</u> | Distinguish between and perform whole notes, half notes, dotted half notes, quarter notes, and eighth notes and their respective rests with the proper time value in relation to each other. | I | M | M | R | R | |
| | <ul style="list-style-type: none"> • Distinguish between and perform dotted quarter notes, single eighth notes, ties, and simple syncopated rhythms with the proper time value in relation to each other (Wind and String Instruments). • Distinguish between and perform sixteenth notes, ties, syncopated rhythms, a combination of a single eighth note followed by two sixteenth notes, eighth note triplets, and a combination of a quarter note followed by a single eighth note (6/8 time) with the proper time value in relation to each other (Percussion Instruments). | | I | M | M | R | |
| | Accurately perform, as a soloist and in ensembles, intermediate level music using all previously listed note and rest values; Perform and identify the use more complex syncopated rhythms, and more complex combinations of note values. | | | | I | M | R |
| | Accurately perform, as a soloist and in ensembles, advanced level music using all previously listed note and rest values in increasingly advanced combinations of note values, rests, ties, and syncopations. | | | | | I | M |

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Rhythm and Meter

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|--|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| Grades 6-8 | 1.3.8.B.1; 1.3.8.B.2 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---|--|---|---|---|---|---|
| <u>Meter</u> | Perform accurately in 4/4, 3/4, and 2/4 meters; Apply appropriate natural accents for the aforementioned meters. Perform a short piece while utilizing a steady tempo with and without the aid of a metronome. | I | M | M | R | R |
| | Perform accurately 6/8 and 2/2 meters; Utilize appropriate natural accents for the aforementioned meters. | | I | M | R | R |
| | Identify (both aurally and visually), perform, and analyze the use of meters including 4/4, 3/4, 2/4, 6/8, and 2/2 in both solo and ensemble music. | | | I | M | R |
| | Identify (both aurally and visually), perform, and analyze the use of mixed meters (5/8, 7/8, 5/4, etc.) in both solo and ensemble music. | | | | I | M |
| <u>Syncopation</u> | Identify (both aurally and visually), perform, and analyze the use of syncopated rhythms in both solo and ensemble music. | | | I | M | R |
| | Identify (both aurally and visually), perform, and analyze the use of increasingly advanced syncopated rhythms in both solo and ensemble music. | | | | I | M |
| <u>Conducting Patterns</u> | Recognize and differentiate between conducting patterns for 4/4, 3/4, and 2/4 time signatures. | I | M | R | R | R |
| | Recognize and differentiate between conducting patterns for 6/8 and 2/2 time signatures. | | I | M | R | R |
| | Perform conducting patterns for time signatures including 4/4, 3/4, 2/4, 6/8, and 2/2. | | | I | M | R |
| | Recognize, differentiate between, and perform conducting patterns for previously listed time signatures, using accelerando, ritardando, fermata, phrase marks, and changing meters. | | | | I | M |
| <u>Following a Conductor</u> | Actively follow and interpret the actions of a conductor during the performance of a piece. | I | M | M | R | R |
| | Perform a short piece while utilizing a steady tempo with and without the aid of a metronome. | | I | M | R | R |
| | Actively follow and interpret the actions of a conductor during the performance of intermediate pieces of music. | | | I | M | R |
| | Actively follow and interpret the actions of a conductor during the performance of advanced pieces of music. | | | | I | M |
| <u>Polyphonic and Homophonic Textures</u> | Play parts in homophonic and polyphonic textures while matching a common beat and following the conductor. | | | I | M | R |
| | Play parts in homophonic and polyphonic textures while matching a common beat and following the conductor with changes in tempo and/or changes in meter. | | | | I | M |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Scales and Rudiments

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------------------------|---|----------|----------|----------|----------|----------|
| <u>Solo Scales</u> | <ul style="list-style-type: none"> Accurately perform a concert Bb scale utilizing half notes and quarter notes (Wind instruments). Accurately perform a concert D scale and a concert G scale utilizing half notes and quarter notes (String instruments). | I | M | M | R | R |
| | <ul style="list-style-type: none"> Accurately perform concert a concert F scale utilizing quarter notes and eighth notes (Wind instruments). Accurately perform concert D, G, and C scales utilizing quarter notes and eighth notes (String instruments). | | I | M | R | R |
| | Accurately perform solo major scales following sequences listed in method books; identify major scales and key signatures. | | | I | M | R |
| | Accurately perform solo minor (natural, harmonic and melodic) scales, arpeggios, and the chromatic scale, following sequences listed in method books; Identify minor scales and key signatures; Analyze and apply scale construction using half-steps and whole-steps. | | | | I | M |
| Ensemble Scales (Wind Instruments) | Accurately perform concert Bb, Eb and F major scales in ensemble rehearsals, following conductor, using legato and staccato articulations, and using quarter note and eighth note values. | | | I | M | R |
| | Accurately perform concert major and minor scales in ensemble rehearsals, following conductor, using various articulations and note values, including: C, G major; g, d minor (natural and harmonic). | | | | I | M |

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Scales and Rudiments

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|---|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.4.5.B.1; 1.4.5.B.2; 1.4.5.B.4 |
| Grades 6-8 | 1.3.8.B.1; 1.3.8.B.2 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---|--|---|---|---|---|---|
| Ensemble Scales (String Instruments) | Accurately perform concert D, G, F, and C major scales in ensemble rehearsals, following conductor, in legato and using quarter note and eighth note values. | | | I | M | R |
| | Accurately perform concert major and minor scales in ensemble rehearsals, following conductor, using various articulations and note values, including: Bb, A major; b, e minor (natural and harmonic) | | | | I | M |
| Drum Rudiments | Accurately perform a buzz roll, 5 stroke roll, 9 stroke roll, flam, and flam tap at a tempo of approximately eighty beats per minute (Percussion). | I | M | R | R | R |
| | Accurately perform all rudiments listed in the fourth grade curriculum and paradiddles, double paradiddles, 7 stroke rolls, 13 stroke rolls, and drags at a tempo of approximately one hundred beats per minute; Differentiate between and accurately perform buzz rolls and double stroke rolls (Percussion). | | I | M | R | R |
| | Accurately identify and perform International Drum Rudiments following sequences listed in method books. (Percussionists) | | | I | M | R |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Notation

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|--|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.3.5.B.4 |
| Grades 6-8 | 1.1.8.B.1; 1.1.8.B.2; 1.3.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|-------------------------------|--|---|---|---|---|---|
| <u>Pitch</u> | Accurately identify and perform the pitches of basic written notes in the clef appropriate to the learner's instrument. | I | M | M | R | R |
| | Accurately identify and perform the pitches of written notes in the clef appropriate to the learner's instrument utilizing an increasing range of pitches. | | I | M | R | R |
| | Accurately identify, finger, and perform the pitches of written notes in the appropriate clef(s) within the advanced range of the instrument's pitches. | | | | I | M |
| <u>Note and Rest Values</u> | Accurately identify and perform written whole notes, half notes, dotted half notes, quarter notes, and eighth notes and their respective rests (All Instruments). | I | M | R | R | R |
| | Accurately identify and perform dotted quarter notes, single eighth notes, and simple syncopated rhythms (Wind and String Instruments). | | I | M | R | R |
| | Accurately identify and perform dotted eighth, sixteenth, and triplet note values. | | | I | M | R |
| | Accurately identify and perform complex rhythmic patterns appropriate to the style of music performed by the instrumental ensembles. | | | | I | M |
| <u>Rudiments (Percussion)</u> | Accurately identify and perform written buzz rolls, 5 stroke rolls, 9 stroke rolls, flams, and flam taps. | I | M | R | R | R |
| | Accurately identify and perform single eighth notes, 7 stroke rolls, 13 stroke rolls, drag; Differentiate between beginning roll notation and more advanced roll notation; Interpret the time value implications of more advanced roll notation. | | I | M | R | R |
| | Accurately identify and perform advanced roll and rudiment notation. | | | I | M | M |

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Notation

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|--|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.3.5.B.4 |
| Grades 6-8 | 1.1.8.B.1; 1.1.8.B.2; 1.3.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|--------------------|--|---|---|---|---|---|
| <u>Symbols</u> | Accurately identify and understand basic music symbols including basic time signatures, basic key signatures, the clef appropriate to the learner's instrument, accents, slurs, ties, fermatas, basic dynamic markings, staccato; Discuss how the usage of the aforementioned symbols will alter the manner of performance of the music. | I | M | R | R | R |
| | Accurately identify and understand intermediate key and time signatures, first and second endings, coda and segno markings, tenuto, crescendo, decrescendo, and more advanced dynamic markings; Discuss how the usage of the aforementioned symbols will alter the manner of performance of the music. | | I | M | R | R |
| | Accurately identify and perform advanced symbols used for form, dynamics, tempo, and expression; Analyze how the use of these symbols will influence the performance of the music. | | | I | M | R |
| | Evaluate the use and performance of these symbols in works of various styles. | | | | I | M |
| <u>Terminology</u> | Identify and understand basic music terminology, including dynamics, tempo, tone, and articulation. | I | M | R | R | R |
| | Identify and explain increasingly complex music terminology, including dynamics, tempo, tone, and articulation; Discuss the effect of increasingly complex music terminology on the manner of performance. | | I | M | R | R |

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**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Style

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.1.5.B.2; 1.2.5.A.1; 1.2.5.A.2; 1.2.5.A.3; 1.3.5.B.1; 1.3.5.B.4; 1.4.5.A.1; 1.4.5.A.2; 1.4.5.A.3 |
| <i>Grades 6-8</i> | 1.1.8.B.1; 1.1.8.B.2; 1.2.8.A.1; 1.2.8.A.2; 1.2.8.A.3; 1.3.8.B.2; 1.4.8.A.1-7; 1.4.8.B.1-3 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|---|----------|----------|----------|----------|----------|
| <u>Style</u> | Perform music in several different styles and from several different time periods; for example, classical, blues, folk, etc. | I | M | R | R | R |
| | Describe the method of performance unique to music from the styles and time period performed. | | I | M | R | R |
| | Recognize, classify, and evaluate listening examples with regard to balance, blend, intonation, tone, quality and musical styles from various time periods representing but not limited to: classical, modern contemporary, baroque, Americana (pop, show tunes, rock, march) band/orchestra music. | | | I | M | R |
| <u>Critique</u> | Critique performances of themselves and others using appropriate vocabulary based on their understanding of blend, balance, intonation, tone, quality and musical style. | | | I | M | R |
| | Critique performances of themselves and others, in both written assignments and discussions using appropriate vocabulary, based on their understanding of blend, balance, intonation, tone, quality and musical style. | | | | I | M |

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Expression

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---|
| <i>Grades 4-5</i> | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.3.5.B.4; 1.4.5.B.1 |
| <i>Grades 6-8</i> | 1.1.8.B.2; 1.3.8.B.2; 1.3.8.B.3 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|--|----------|----------|----------|----------|----------|
| <u>Dynamics</u> | Identify dynamic symbols and perform effectively in both the forte and piano dynamic ranges; Differentiate between forte and piano dynamic performances. | I | M | R | R | R |
| | Identify dynamic symbols and perform effectively in all dynamic ranges between piano and forte (mp and mf); Analyze and describe the differences between each dynamic performed. | | I | M | R | R |
| | Accurately and musically perform in all dynamic markings from pp to ff, and crescendo and decrescendo; Analyze and describe the differences between each dynamic performed. | | | I | M | R |
| | Accurately and musically perform in all dynamic markings from ppp to fff; Analyze and describe the differences between each dynamic performed. | | | | I | M |
| <u>Tempo</u> | Perform passages in basic allegro and andante tempos; Differentiate between allegro and andante performances. | I | M | R | R | R |
| | Accurately perform passages in an expanded range of tempi; Identify various tempi, both visually and aurally, using appropriate vocabulary including: allegro, andante. | | I | M | R | R |
| | Accurately and musically perform passages in an expanded range of tempi and with changes in tempo and meter; Identify various tempi and changes in tempo, both visually and aurally, using appropriate vocabulary including: largo, vivace, accelerando, allargando, and ritardando. | | | I | M | R |
| | Accurately and musically perform passages in an expanded range of tempi and with changes in tempo and meter; Identify various tempi and changes in tempo, both visually and aurally, using appropriate vocabulary including: moderato, presto, lento, meno, piu, poco, and molto. | | | | I | M |

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Expression

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|---|---|
| Grades 4-5 | 1.1.5.B.1; 1.1.5.B.2; 1.3.5.B.1; 1.3.5.B.4; 1.4.5.B.1 |
| Grades 6-8 | 1.1.8.B.2; 1.3.8.B.2; 1.3.8.B.3 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|---|---|---|---|---|---|
| <u>Articulation</u> | Articulate appropriately in staccato, legato, pizzicato, and slurred passages; Identify the type of articulation used in a performance. | I | M | R | R | R |
| | Perform appropriately in passages using accents, tenuto, and marcato; Identify both visually and aurally the types of articulation used in a piece of music. | | | I | M | R |
| | Perform appropriately in passages using more advanced techniques as dictated by the music. | | | | I | M |
| <u>Phrasing</u> | Accurately perform a phrase utilizing appropriate breath placement and appropriate natural accents. | I | M | R | R | R |
| | Evaluate and choose appropriate breath placement or bowing in relation to correct phrasing. | | I | M | R | R |
| | Demonstrate proper phrasing in both solo and ensemble music using correct articulation and breaths or bowing; discuss and apply the appropriate use of phrasing in various styles of music. | | | I | M | R |
| | Evaluate the performances of themselves and others regarding the appropriate use of phrasing and articulation in relation to the style of music. | | | | I | M |

Key: I = Introduce
M = Master
R = Reinforce

**WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
SCOPE AND SEQUENCE**

Performance Etiquette and Behavior

| New Jersey Core Curriculum Content Standards (NJCCCS) | |
|--|---------------------------------|
| <i>Grades 4-5</i> | 1.2.5.A.1; 1.4.5.A.3; 1.4.5.B.2 |
| <i>Grades 6-8</i> | 1.3.8.B.1; 1.3.8.B.2; 1.4.8.B.1 |

Students in grades 4-8 will be able to:

| CONTENT AREA | CONTENT | 4 | 5 | 6 | 7 | 8 |
|---------------------|--|----------|----------|----------|----------|----------|
| <u>Performance</u> | Demonstrate and utilize proper performance behavior and etiquette; Discuss the effects of performer behavior and etiquette on a performance. | I | M | R | R | R |
| | Analyze the effects of performer behavior and etiquette on a performance. | | | I | M | R |
| | Critique the effects of performer behavior and etiquette on their own performances and the performances of others. | | | | I | M |
| <u>Audience</u> | Demonstrate and explain proper audience behavior and etiquette; Discuss the effects of audience behavior and etiquette on a performance. | I | M | R | R | R |
| | Analyze the effects of audience behavior and etiquette on a performance. | | | I | M | R |
| | Critique the effects of audience behavior and etiquette on their own performances and the performances of others. | | | | I | M |
| <u>Rehearsal</u> | Demonstrate and utilize proper rehearsal behavior and etiquette; Discuss the effects of performer behavior and etiquette on a rehearsal. | I | M | R | R | R |
| | Analyze the effects of performer behavior and etiquette on a rehearsal. | | | I | M | R |
| | Critique the effects of rehearsal behavior and etiquette on their own performances and the performances of others. | | | | I | M |

Key: I = Introduce
M = Master
R = Reinforce

Musical Skill Assessment Benchmarks

**WARREN TOWNSHIP SCHOOLS
Grades 4-8 MUSIC CURRICULUM**

WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
Grade: Fourth (Typical First Year Student)

Musical Skill Assessment Benchmarks:

- Solo Performance - assessed using teacher-created rubric on the following pieces:
 - Wind Instruments: up to page 23, *Standards of Excellence, Book I*
 - Percussion: up to page 23, *Drum Class Method, Book I*
 - String Instruments: up to page 32, *Strictly Strings, Book I*

When the student performs adequately on these pieces, they are invited into the wind or string ensemble and are assessed on concert performance.

- Concert performance (authentic assessment) – Yearly district-wide Spring Concert. Recorded for student self-assessment and evaluation. Teacher uses teacher-created rubric to assess individuals and group for intonation, expression, tone quality, articulation, participation, and concert behavior/etiquette.
- Scales/Rudiments - Student assessed using teacher-created rubric on the following scales:
 - Woodwinds and Brass: Concert Bb Major scale, one 8va, half and quarter notes (MM=80)
 - Percussion: buzz roll, 5 stroke roll, 9 stroke roll, flam, and flam tap (MM=80)
 - Strings: Concert G and D Major scales, one 8va, half and quarter notes (MM=80)
- Practice Journal – Journal assessed on these criteria:
 - Shows 50 to 75 minutes a week of practice
 - Is signed each week by parent
 - Shows assignment for each week clearly written down

Note: If a student does not meet these benchmarks in Fourth Grade, they are given the opportunity to achieve them in Fifth Grade. Students who switch instruments are to meet these benchmarks within a year of their switch.

WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
Grade: Fifth (Typical Second Year Student)

Musical Skill Assessment Benchmarks:

- Solo Performance - Student assessed using teacher-created rubric on the following pieces:
 - Wind Instruments: up to page 12, *Standards of Excellence, Book II*
 - Percussion: up to page 6, *Standards of Excellence, Book II*
 - Violin: Up to page 12, *All for Strings, Book II*

- Concert performance (authentic assessment) – Yearly district-wide Spring Concert. Recorded for student self-assessment and evaluation. Teacher uses teacher-created rubric to assess individuals and group for intonation, expression, tone quality, articulation, participation, and concert behavior/etiquette.

- Scales/Rudiments - Student assessed using teacher-created rubric on the following scales:
 - Woodwinds and Brass: Concert Bb and F Major scales, one 8va, quarter and eighth notes (MM=80)
 - Percussion: paradiddles, double paradiddles, 7 stroke rolls, 13 stroke rolls, drags (MM=100)
 - Strings: Concert G, D, & C Major scales, one 8va, quarter and eighth notes (MM=80)

- Practice Journal – Journal assessed on these criteria:
 - Shows 75 minutes a week of practice
 - Is signed each week by parent
 - Shows assignment for each week clearly written down

WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
Grade: Sixth

Musical Skill Assessment Benchmarks:

- Solo Performance - Student assessed using teacher-created rubric on pieces at this level:
 - Band music: Level 1.5
 - Orchestra music: Level 1.5

- Concert performance (authentic assessment) – Two concerts during the year. Recorded for student self-assessment and evaluation. Teacher uses teacher-created rubric to assess individuals and group for intonation, expression, tone quality, articulation, participation, and concert behavior/etiquette.

- Scales/Rudiments - Student assessed using teacher-created rubric on the following scales:
 - Woodwinds and Brass: Concert Bb, F, Eb major, one 8va, quarter and eighth notes (MM=100)
 - Percussion: 13 Basic Drum Rudiments (MM=100)
 - Strings: Concert D, G, F, C major, one 8va, quarter and eighth notes (MM=100)

- Practice Journal – Journal assessed on these criteria:
 - Shows 75 minutes a week of practice
 - Is signed each week by parent
 - Shows assignment for each week clearly written down

WARREN TOWNSHIP SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
Grade: Seventh and Eighth

Musical Skill Assessment Benchmarks:

- Solo Performance - Student assessed using teacher-created rubric on pieces at this level:
 - Band music: Level 2.5
 - Orchestra music: Level 2.5

- Concert performance (authentic assessment) – Two concerts during the year. Recorded for student self-assessment and evaluation. Teacher uses teacher-created rubric to assess individuals and group for intonation, expression, tone quality, articulation, participation, and concert behavior/etiquette.

- Scales/Rudiments - Student assessed using teacher-created rubric on the following scales:
 - Woodwinds and Brass: Concert Bb, F, Eb, C, G major; g, d minor (natural and harmonic), one 8va, quarter and eighth notes (MM=100)
 - Percussion: Standard American 26 Drum Rudiments (MM=100)
 - Strings: Concert D, G, F, C, A major; b, e minor (natural and harmonic), one 8va, quarter and eighth notes (MM=100)

- Practice Journal – Journal assessed on these criteria:
 - Shows 75 minutes a week of practice
 - Is signed each week by parent
 - Shows assignment for each week clearly written down

Curriculum Guides by Grade

**WARREN TOWNSHIP SCHOOLS
Grades 4-8 MUSIC CURRICULUM**

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Technical Skills

Essential Question: *How do the positioning and use of the various parts of the body affect the sound of the instrument?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|---|---|---|---|
| 1.1.5.B.1 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Demonstrate proper posture; Analyze the effects of proper posture on the sound produced; Differentiate between improper and proper posture habits.</p> <p>Demonstrate correct breathing habits; Analyze the effects of proper breathing technique on the sound produced.</p> <p>Demonstrate correct instrument holding and fingering technique; Analyze the effects of proper holding and fingering technique on the sound produced.</p> <p>Demonstrate the beginnings of a correct embouchure or bow hold; Analyze the effects of a proper embouchure or bow hold on the sound produced.</p> <p>Demonstrate correct articulation, tonguing, and/or bowing habits; Analyze the effects of proper articulation on the sound produced; Differentiate between improper and proper articulation habits.</p> <p>Demonstrate the correct stick grip, angle, and rebound; Analyze the effects of proper sticking techniques on the sound produced (percussion).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Book 1</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • <i>Standard of Excellence Enhanced Edition</i> Computer Software • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: Achievement-based performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Care and Maintenance of Instrument

Essential Question: *How do the proper care and handling of one's instrument affect the quality of the performance generated by the instrument?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|---|--|--|---|
| 1.1.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | Demonstrate and/or describe proper instrument assembly procedures. | <ul style="list-style-type: none"> • <i>Standard of Excellence Book 1</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher created materials, using Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher observations and comments • Self-assessments |
| Demonstrate basic maintenance practices specific to the learner's instrument. | | | |
| Demonstrate basic cleaning procedures specific to the learner's instrument. | | | |
| Demonstrate knowledge of proper storage procedures for the learner's instrument; Discuss the possible effects of improper storage of the learner's instrument. | | | |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Tone and Intonation

Essential Question: *How does the ability to produce a characteristic tone on one's instrument affect one's ability to achieve musical success?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|---|---|---|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | Demonstrate a characteristic beginning tone on the learner's instrument. Demonstrate a steady tone for a short period of time. Demonstrate basic tuning procedures. Differentiate between a correct and incorrect pitch; Identify necessary steps needed to correct an incorrect pitch relative to the learner's instrument. | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Book 1</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration • Tuner • Recordings | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessments: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Rhythm and Meter

Essential Question: *How do different rhythms and meters affect the feel of the music?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|---|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Distinguish between and perform whole notes, half notes, dotted half notes, quarter notes, and eighth notes and their respective rests with the proper time value in relation to each other.</p> <p>Perform accurately in 4/4, 3/4, and 2/4 meters; Apply appropriate natural accents for the aforementioned meters.</p> <p>Perform a short piece while utilizing a steady tempo with and without the aid of a metronome.</p> <p>Recognize and differentiate between conducting patterns for 4/4, 3/4, and 2/4 time signatures.</p> <p>Actively follow and interpret the actions of a conductor during the performance of a piece.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Book 1</i> and its computer software by Bruce Pearson • by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration • Metronome | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher and book created quizzes and worksheets • Teacher observations and comments • Self-assessments • Practice Journals • Metronome • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Scales and Rudiments

Essential Question: *How does the ability to perform age-appropriate scales and rudiments contribute to musical success?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Accurately perform a concert Bb scale utilizing half notes and quarter notes (Wind instruments).</p> <p>Accurately perform a buzz roll, 5 stroke roll, 9 stroke roll, flam, and flam tap at a tempo of approximately eighty beats per minute (Percussion).</p> <p>Accurately perform a concert D scale and a concert G scale utilizing half notes and quarter notes (String instruments).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Book 1</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher created materials, using Sibelius • Teacher demonstration | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Notation

Essential Question: *How does reading musical notation affect one's ability to learn and perform music?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|---|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4 | <p>Accurately identify and perform the pitches of basic written notes in the clef appropriate to the learner's instrument.</p> <p>Accurately identify and perform written whole notes, half notes, dotted half notes, quarter notes, and eighth notes and their respective rests (All Instruments).</p> <p>Accurately identify and perform written buzz rolls, 5 stroke rolls, 9 stroke rolls, flams, and flam taps (Percussion Instruments).</p> <p>Accurately identify and understand basic music symbols including basic time signatures, basic key signatures, the clef appropriate to the learner's instrument, accents, slurs, ties, fermatas, basic dynamic markings, staccato; Discuss how the usage of the aforementioned symbols will alter the manner of performance of the music.</p> <p>Identify and understand basic music terminology, including dynamics, tempo, tone, and articulation.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Book 1</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based materials | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher and book created quizzes and worksheets • Self-assessments • Practice Journals • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Style

Essential Question: *How does the style of a piece of music affect the manner of performance of the piece?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 | Perform music in several different styles and from several different time periods; for example, classical, blues, folk, etc. | <ul style="list-style-type: none"> • <i>Standard of Excellence Book 1</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher demonstration • Recordings | <ul style="list-style-type: none"> • Teacher observations and comments • Self-assessments • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Expression

Essential Question: *How does musical expression contribute to a more effective performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|---|---|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4 1.4.5.B.1 | Identify dynamic symbols and perform effectively in both the forte and piano dynamic ranges; Differentiate between forte and piano dynamic performances. Perform passages in basic allegro and andante tempos; Differentiate between allegro and andante performances. Articulate appropriately in staccato, legato, pizzicato, and slurred passages; Identify the type of articulation used in a performance. Accurately perform a phrase utilizing appropriate breath placement and appropriate natural accents. | <ul style="list-style-type: none"> • <i>Standard of Excellence Book 1</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>Drum Class Method Book 1</i> by Alyn J. Heim • Teacher demonstration • Recordings | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 4 (Typical First Year Student)

CONTENT: Performance Etiquette and Behavior

Essential Question: *How do the actions of the performers and audience contribute towards a successful performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|---|--|
| 1.2.5.A.1 1.4.5.A.3 1.4.5.B.2 | <p>Demonstrate and utilize proper performance behavior and etiquette; Discuss the effects of performer behavior and etiquette on a performance.</p> <p>Demonstrate and explain proper audience behavior and etiquette; Discuss the effects of audience behavior and etiquette on a performance.</p> <p>Demonstrate and utilize proper rehearsal behavior and etiquette; Discuss the effects of performer behavior and etiquette on a rehearsal.</p> | <ul style="list-style-type: none"> • Teacher-created materials using Word • Web-based materials • Videos of professional ensembles | <ul style="list-style-type: none"> • Teacher observations and comments • Teacher-created quizzes and worksheets • Self-assessments • Authentic Assessment: Achievement-based performance |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Technical Skills

Essential Question: *How do the correct positioning and usage of the various parts of the body improve the sound of the instrument?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|--|--|
| 1.1.5.B.1 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | Utilize proper posture habits; Discuss the effects of proper and improper posture on the quality of performance. | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>Strictly Strings Books 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |
| Utilize correct breathing habits; Discuss the effects of proper breathing technique on the quality of performance. | | | |
| Utilize correct instrument holding and fingering technique; Discuss the effects of proper holding and fingering technique on the quality of performance. | | | |
| Develop a correct embouchure or bow hold; Analyze the effects of a proper embouchure or bow hold on quality of performance. | | | |
| Develop correct articulation, tonguing, and/or bowing habits; Discuss the effects of proper articulation on the quality of performance; Differentiate between proper and improper articulation habits. | | | |
| Utilize the correct stick grip, angle, and rebound; Discuss the effects of proper sticking techniques on the quality of performance (percussion). | | | |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Care and Maintenance of Instrument

Essential Question: *How do the proper care and handling of one's instrument affect the quality of the performance generated by the instrument and the instrument's longevity?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|---|---|
| 1.1.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Utilize proper instrument assembly procedures; Discuss the possible effects of improper assembly procedures on the learner's instrument.</p> <p>Utilize proper maintenance practices specific to the learner's instrument; Discuss the possible effects of proper and improper maintenance practices on the learner's instrument.</p> <p>Utilize and master proper cleaning procedures specific to the learner's instrument.</p> <p>Utilize proper storage procedures for the learner's instrument; Discuss the possible effects of improper storage of the learner's instrument.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher observations and comments • Self-assessments |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Tone and Intonation

Essential Question: *How does the ability to consistently produce a characteristic tone on one's instrument affect one's ability to achieve musical success?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|---|--|---|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Consistently utilize a characteristic intermediate tone during performance; Describe a quality tone using age-appropriate adjectives.</p> <p>Consistently utilize a steady tone during performance of a phrase appropriate to the learner's ability level; Describe how to produce and sustain a steady tone using age-appropriate adjectives.</p> <p>Explain and utilize basic instrument-specific tuning procedures.</p> <p>Differentiate between a correct and incorrect pitch; Utilize necessary steps needed to correct an incorrect pitch</p> <p>Differentiate between and accurately demonstrate a whole step and a half step (String Instruments).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Books 1 and 2</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration • Tuner • Recordings | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessments: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Rhythm and Meter

Essential Question: *How do different rhythms and meters affect the feel of the music?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Distinguish between and perform all note and rest values listed in the fourth grade curriculum and dotted quarter notes, single eighth notes, ties, and simple syncopated rhythms with the proper time value in relation to each other (Wind and String Instruments).</p> <p>Distinguish between and perform all note and rest values listed in the fourth grade curriculum and sixteenth notes, ties, syncopated rhythms, a combination of a single eighth note followed by two sixteenth notes, eighth note triplets, and a combination of a quarter note followed by a single eighth note (6/8 time) with the proper time value in relation to each other (Percussion Instruments).</p> <p>Perform accurately in all meters listed in the fourth grade curriculum and the 6/8 and 2/2 meters; Utilize appropriate natural accents for the aforementioned meters.</p> <p>Perform a short piece while utilizing a steady tempo with and without the aid of a metronome.</p> <p>Recognize and differentiate between conducting patterns for all time signatures listed in the fourth grade curriculum and the 6/8 and 2/2 time signatures.</p> <p>Actively follow and interpret the actions of a conductor during the performance of a piece.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Books 1 and 2</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration • Metronome | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher and book created quizzes and worksheets • Teacher observations and comments • Self-assessments • Practice Journals • Metronome • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Scales and Rudiments

Essential Question: *How does the ability to perform age-appropriate scales and rudiments contribute to musical success?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|---|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.4.5.B.1 1.4.5.B.2 1.4.5.B.4 | <p>Accurately perform concert Bb and F scales utilizing quarter notes and eighth notes (Wind instruments).</p> <p>Accurately perform all rudiments listed in the fourth grade curriculum and paradiddles, double paradiddles, 7 stroke rolls, 13 stroke rolls, and drags at a tempo of approximately one hundred beats per minute; Differentiate between and accurately perform buzz rolls and double stroke rolls (Percussion).</p> <p>Accurately perform concert D, G, and C scales utilizing quarter notes and eighth notes (String instruments).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Books 1 and 2</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Sibelius • Teacher demonstration | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Notation

Essential Question: *How does reading more advanced musical notation affect one's ability to learn and perform more complex music?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|---|--|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4 | <p>Accurately identify and perform the pitches of written notes in the clef appropriate to the learner's instrument utilizing an increasing range of pitches.</p> <p>Accurately identify and perform all written note and rest values listed in the fourth grade curriculum and dotted quarter notes, single eighth notes, and simple syncopated rhythms (Wind and String Instruments).</p> <p>Accurately identify and perform all written rudiments listed in the fourth grade curriculum and single eighth notes, 7 stroke rolls, 13 stroke rolls, drag; Differentiate between beginning roll notation and more advanced roll notation; Interpret the time value implications of more advanced roll notation (Percussion Instruments).</p> <p>Accurately identify and understand all music symbols listed in the fourth grade curriculum, intermediate key and time signatures, first and second endings, coda and segno markings, tenuto, crescendo, decrescendo, and more advanced dynamic markings; Discuss how the usage of the aforementioned symbols will alter the manner of performance of the music.</p> <p>Identify and explain increasingly complex music terminology, including dynamics, tempo, tone, and articulation; Discuss the effect of increasingly complex music terminology on the manner of performance.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition Books 1 and 2</i> and its computer software by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher created materials, using Sibelius and Word • Various web-based materials | <ul style="list-style-type: none"> • <i>Standard of Excellence Enhanced Edition</i> computer software • Teacher-created rubrics • Teacher and book created quizzes and worksheets • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Style

Essential Question: *How does the style of a piece of music affect the manner of performance of the piece?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|---|--|
| 1.1.5.B.1 1.1.5.B.2 1.2.5.A.1 1.2.5.A.2 1.2.5.A.3 1.3.5.B.1 1.3.5.B.4 1.4.5.A.1 1.4.5.A.2 1.4.5.A.3 | Perform music in several different styles and from several different time periods; Describe the method of performance unique to music from the styles and time period performed. | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher demonstration • Recordings | <ul style="list-style-type: none"> • Teacher observations and comments • Self-assessments • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Expression

Essential Question: *How does musical expression contribute to a more effective performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|---|--|---|--|
| 1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4 1.4.5.B.1 | <p>Identify dynamic symbols and perform effectively in all dynamic ranges between piano and forte; Analyze and describe the differences between each dynamic performed.</p> <p>Accurately perform passages in an expanded range of tempi; Identify various tempi, both visually and aurally, using appropriate vocabulary including: allegro, andante.</p> <p>Articulate appropriately in staccato, legato, pizzicato, and slurred passages; Identify the type of articulation used in a performance.</p> <p>Accurately perform a phrase utilizing appropriate breath placement and appropriate natural accents; Evaluate and choose appropriate breath placement or bowing in relation to correct phrasing.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>Strictly Strings Book 1</i> by Jacquelyn Dillon, James Kielland, and John O'Reilly • <i>All for Strings Book 2</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Books 1 and 2</i> by Alyn J. Heim • Teacher demonstration • Recordings | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 5 (Typical Second Year Student)

CONTENT: Performance Etiquette and Behavior

Essential Question: *How do the actions of the performers and audience contribute towards a successful performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|--|---|--|
| 1.2.5.A.1 1.4.5.A.3 1.4.5.B.2 | <p>Utilize proper performance behavior and etiquette; Discuss the effects of performer behavior and etiquette on a performance.</p> <hr/> <p>Demonstrate and explain proper audience behavior and etiquette; Discuss the effects of audience behavior and etiquette on a performance.</p> <hr/> <p>Consistently utilize proper rehearsal behavior and etiquette; Discuss the effects of performer behavior and etiquette on a rehearsal.</p> | <ul style="list-style-type: none"> • Teacher-created materials using Word • Web-based materials • Videos of professional ensembles | <ul style="list-style-type: none"> • Teacher observations and comments • Teacher-created quizzes and worksheets • Self-assessments • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Technical Skills

Essential Question: *How do the proper physical skills enhance the player's sound and aesthetic quality?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|--|--|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Demonstrate proper instrumental playing posture identifying good finger, hand and arm positions; Analyze the student's own tone in relationship to his or her posture.</p> <p>Produce proper breathing techniques for their own instrument; Analyze the student's own tone in relationship to his or her breathing.</p> <p>Demonstrate the correct embouchure or bow hold; Analyze the student's own tone in relationship to his or her embouchure or bow hold.</p> <p>Demonstrate correct articulation, tonguing, and/or bowing habits; Analyze the student's own abilities to articulate, tongue, and/or bow correctly.</p> <p>Demonstrate correct stick techniques; Analyze the student's own performance in relationship to his or her stick techniques (percussion).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Care and Maintenance of Instrument

Essential Question: *How does proper care of an instrument prolong the quality and life of the instrument?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|--|--|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Demonstrate mastery of proper instrument assembly procedures; Distinguish between proper and improper instrument assembly procedures, and compare how they affect the life of the instrument.</p> <p>Demonstrate mastery of basic maintenance practices for their instrument; Evaluate how they affect the life of the instrument.</p> <p>Demonstrate mastery of daily cleaning procedures for the student’s specific instrument; Evaluate how they affect the life of the instrument.</p> <p>Demonstrate mastery of proper instrument storage procedures; Evaluate how the use of those procedures in school, at home and while travelling between the two affects the life of the instrument.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Tone and Intonation

Essential Question: *How does an instrument that plays in tune help create an overall pleasant sound?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|--|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Consistently produce a characteristic intermediate tone quality in individual and group performances; Identify and describe a good tone using age-appropriate adjectives.</p> <hr/> <p>Sustain tones for an extended period of time with little or no fluctuation of quality or pitch; Describe how to produce and sustain a sustained tone using age-appropriate adjectives.</p> <hr/> <p>Tune properly to a given pitch, analyzing whether the pitch is correct, sharp, or flat, and how to adjust it.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Rhythm and Meter

Essential Question: *How can different rhythms and meters create excitement in the music being played?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|--|--|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Demonstrate mastery of identification of all note and rest values listed in the fourth and fifth grade curriculum; Accurately perform, as a soloist and in ensembles, intermediate level music using all listed note and rest values; Perform and identify the use more complex syncopated rhythms, and more complex combinations of note values.</p> <p>Identify (both aurally and visually), perform, and analyze the use of meters including 4/4, 3/4, 2/4, 6/8, and 2/2 in both solo and ensemble music.</p> <p>Identify (both aurally and visually), perform, and analyze the use of syncopated rhythms in both solo and ensemble music.</p> <p>Recognize, differentiate between, and perform conducting patterns for time signatures including 4/4, 3/4, 2/4, 6/8, and 2/2.</p> <p>Actively follow and interpret the actions of a conductor during the performance of intermediate pieces of music.</p> <p>Play parts in homophonic and polyphonic textures while matching a common beat and following the conductor.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Scales and Rudiments

Essential Question: *How do scales and rudiments increase the ability of a performer?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|--|--|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Accurately perform solo major scales following sequences listed in method books; identify major scales and key signatures.</p> <p>Accurately perform concert Bb, Eb and F major scales in ensemble rehearsals, following conductor, using legato and staccato articulations, and using quarter note and eighth note values. (Wind Instruments)</p> <p>Accurately perform concert D, G, F, and C major scales in ensemble rehearsals, following conductor, in legato and using quarter note and eighth note values.(String Instruments)</p> <p>Accurately identify and perform International Drum Rudiments following sequences listed in method books. (Percussionists)</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Notation

Essential Question: *How does learning notation create a better musical performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|--|--|
| 1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 | <p>Accurately identify, finger, and perform the pitches of written notes in the clef appropriate to the learner’s instrument utilizing an increasing range of pitches.</p> <p>Accurately identify and perform all written note and rest values listed in the elementary curriculum and dotted eighth, sixteenth, and triplet note values.</p> <p>Accurately identify and perform all written rudiments listed in the elementary curriculum and advanced roll and rudiment notation. (Percussion Instruments)</p> <p>Accurately identify and perform all music symbols listed in the elementary curriculum, and advanced symbols used for form, dynamics, tempo, and expression; Analyze how the use of these symbols will influence the performance of the music.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Style

Essential Question: *How does one's ability to critique a performance enhance with the knowledge of the components of style?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|--|--|
| 1.1.8.B.1 1.1.8.B.2 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.2 1.4.8.A.1-7 1.4.8.B.1-3 | <p>Recognize, classify, and evaluate listening examples with regard to balance, blend, intonation, tone, quality and musical styles from various time periods representing but not limited to: classical, modern contemporary, baroque, Americana (pop, show tunes, rock, march) band/orchestra music.</p> <p>Critique performances of themselves and others using appropriate vocabulary based on their understanding of blend, balance, intonation, tone, quality and musical style.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Expression

Essential Question: *How does musical expression contribute to a more advanced performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|--|--|--|
| 1.1.8.B.2 1.3.8.B.2 1.3.8.B.3 | <p>Accurately and musically perform in all dynamic markings from pp to ff, and crescendo and decrescendo; Analyze and describe the differences between each dynamic performed.</p> <p>Accurately and musically perform passages in an expanded range of tempi and with changes in tempo and meter; Identify various tempi and changes in tempo, both visually and aurally, using appropriate vocabulary including previously listed terms and largo, vivace, accelerando, allargando, and ritardando.</p> <p>Perform appropriately in passages using previously listed articulations and accents, tenuto, and marcato; Identify both visually and aurally the types of articulation used in a piece of music.</p> <p>Demonstrate proper phrasing in both solo and ensemble music using correct articulation and breaths or bowing; discuss and apply the appropriate use of phrasing in various styles of music.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 6

CONTENT: Performance Etiquette and Behavior

Essential Question: *How does the overall training of a performer contribute towards a successful group member in any organization?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|--|--|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Utilize proper performance behavior and etiquette; Analyze the effects of performer behavior and etiquette on a performance.</p> <p>Demonstrate and explain proper audience behavior and etiquette; Analyze the effects of audience behavior and etiquette on a performance.</p> <p>Consistently utilize proper rehearsal behavior and etiquette; Analyze the effects of performer behavior and etiquette on a rehearsal.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 1 and 2</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Drum Class Method Book 1 and 2</i> by Alyn J. Heim • <i>Alfred Drum Method Book</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Technical Skills

Essential Question: *How do the proper physical skills enhance the player's sound quality and enhance their playing?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|--|---|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Demonstrate proper instrumental playing posture identifying good finger, hand and arm positions; Compare and contrast the student's own tone to others in relationship to their postures.</p> <p>Produce proper breathing techniques for their own instrument; Compare and contrast the student's own tone to others in relationship to their breathing.</p> <p>Demonstrate the correct embouchure or bow hold; Compare and contrast the student's own tone to others in relationship to their embouchure or bow hold.</p> <p>Demonstrate correct articulation, tonguing, and/or bowing habits; Compare and contrast the student's own abilities to articulate, tongue, and/or bow correctly to others.</p> <p>Demonstrate correct stick techniques; Compare and contrast the student's own performance in relationship to their stick techniques to others (percussion).</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Care and Maintenance of Instrument

Essential Question: *How does proper care of an instrument prolong the quality and life of the instrument?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|--|---|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Demonstrate mastery of proper instrument assembly procedures; Distinguish between proper and improper instrument assembly procedures, and compare how they affect the life of the instrument.</p> <p>Demonstrate mastery of basic maintenance practices for their instrument; Evaluate how they affect the life of the instrument.</p> <p>Demonstrate mastery of daily cleaning procedures for the student’s specific instrument; Evaluate how they affect the life of the instrument.</p> <p>Demonstrate mastery of proper instrument storage procedures; Evaluate how the use of those procedures in school, at home and while travelling between the two affects the life of the instrument.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Tone and Intonation

Essential Question: *How does an instrument that plays in tune help create an overall pleasant sound?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|---|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Consistently produce a characteristic advanced tone quality in individual and group performances; Identify and describe a good tone using correct musical vocabulary.</p> <hr/> <p>Sustain tones for an extended period of time with no fluctuation of quality or pitch; Describe how to produce and sustain a sustained tone using correct musical vocabulary.</p> <hr/> <p>Tune properly to a given pitch, analyzing whether the pitch is correct, sharp, or flat; use correct musical vocabulary to describe how to adjust it.</p> <hr/> <p>Recognize and analyze pitch differences during ensemble rehearsals, adjusting as needed; describe these differences using correct musical vocabulary.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Rhythm and Meter

Essential Question: *How can different rhythms and meters create excitement in the music being played?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|---|---|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Demonstrate mastery of identification of all previously listed note and rest values; Accurately perform, as a soloist and in ensembles, music using all previously listed note and rest values in increasingly advanced combinations of note values, rests, ties, and syncopations.</p> <p>Identify (both aurally and visually), perform, and analyze the use of all previously listed meters in addition to mixed meters (5/8, 7/8, 5/4, etc.) in both solo and ensemble music.</p> <p>Identify (both aurally and visually), perform, and analyze the use of increasingly advanced syncopated rhythms in both solo and ensemble music.</p> <p>Recognize, differentiate between, and perform conducting patterns for previously listed time signatures, using accelerando, ritardando, fermata, phrase marks, and changing meters.</p> <p>Actively follow and interpret the actions of a conductor during the performance of advanced pieces of music.</p> <p>Play parts in homophonic and polyphonic textures while matching a common beat and following the conductor, both with and without changes in tempo and/or changes in meter.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Scales and Rudiments

Essential Question: *How do scales and rudiments increase the ability of a performer?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|------------------------|---|---|--|
| 1.3.8.B.1 1.3.8.B.2 | <p>Accurately perform solo major scales, minor (natural, harmonic and melodic) scales, arpeggios, and the chromatic scale, following sequences listed in method books; Identify major and minor scales and key signatures; Analyze and apply scale construction using half-steps and whole-steps.</p> <hr/> <p>Accurately perform concert major and minor scales in ensemble rehearsals, following conductor, using various articulations and note values. Scales include:</p> <ul style="list-style-type: none"> • Wind Ensemble: Bb, F, Eb, C, G major; g, d minor (natural and harmonic). • String Ensemble: D, G, F, Bb, C, A major; b, e minor (natural and harmonic) <hr/> <p>Accurately identify and perform International Drum Rudiments following sequences listed in method books. (Percussionists)</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Notation

Essential Question: *How does learning notation create a better musical performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|---|--|
| 1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 | <p>Accurately identify, finger, and perform the pitches of written notes in the appropriate clef(s) within the advanced range of the instrument's pitches.</p> <p>Accurately identify and perform all written note and rest values previously listed and more complex rhythmic patterns appropriate to the style of music performed by the instrumental ensembles.</p> <p>Accurately identify and perform all written rudiments previously listed, and rudiments using increasingly advanced notation. (Percussion Instruments)</p> <p>Accurately identify and perform all music symbols previously listed, and advanced symbols used for form, dynamics, tempo, key, and expression; Evaluate the use and performance of these symbols in works of various styles.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

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Instrumental Music Curriculum
Grade 7/8

CONTENT: Style

Essential Question: How does one's ability to critique a performance enhance with the knowledge of the components of style?

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|--|--|---|--|
| 1.1.8.B.1 1.1.8.B.2 1.2.8.A.1 1.2.8.A.2 1.2.8.A.3 1.3.8.B.2 1.4.8.A.1-7 1.4.8.B.1-3 | <p>Recognize, classify, and evaluate listening examples with regard to balance, blend, intonation, tone, quality and musical styles from various time periods representing but not limited to: classical, modern contemporary, baroque, Americana (pop, show tunes, rock, march) band/orchestra music.</p> <p>Critique performances of themselves and others, in both written assignments and discussions using appropriate vocabulary, based on their understanding of blend, balance, intonation, tone, quality and musical style.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Expression

Essential Question: *How does musical expression contribute to a more advanced performance?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|---|--|
| 1.1.8.B.2 1.3.8.B.2 1.3.8.B.3 | <p>Accurately and musically perform in all dynamic markings from ppp to fff, and crescendo and decrescendo; Analyze and describe the differences between each dynamic performed.</p> <p>Accurately and musically perform passages in an expanded range of tempi and with changes in tempo and meter; Identify various tempi and changes in tempo, both visually and aurally, using appropriate vocabulary including previously listed terms and moderato, presto, lento, meno, piu, poco, and molto.</p> <p>Perform appropriately in passages using previously listed articulations and more advanced techniques as dictated by the music; Identify both visually and aurally the types of articulation used in a piece of music.</p> <p>Demonstrate proper phrasing in both solo and ensemble music using correct articulation and breaths or bowing; evaluate the performances of themselves and others regarding the appropriate use of phrasing and articulation in relation to the style of music.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |

WARREN TOWNSHIP SCHOOLS
Instrumental Music Curriculum
Grade 7/8

CONTENT: Performance Etiquette and Behavior

Essential Question: *How does the overall training of a performer contribute towards a successful group member in any organization?*

| NJCCCS CPI# | OBJECTIVES: The learner will be able to: | RESOURCES | ASSESSMENTS |
|-------------------------------------|---|---|--|
| 1.3.8.B.1 1.3.8.B.2 1.4.8.B.1 | <p>Demonstrate mastery of proper performance behavior and etiquette; Critique the effects of performer behavior and etiquette on their own performances and the performances of others.</p> <p>Demonstrate mastery of proper audience behavior and etiquette; Critique the effects of audience behavior and etiquette on their own performances and the performances of others.</p> <p>Demonstrate mastery of proper rehearsal behavior and etiquette; Critique the effects of rehearsal behavior and etiquette on their own performances and the performances of others.</p> | <ul style="list-style-type: none"> • <i>Standard of Excellence Books 2 and 3</i> by Bruce Pearson • <i>All for Strings Book 2 & 3</i> by Robert Frost and Gerald Anderson • <i>Alfred Drum Method Books I & II</i> • <i>Universal Fundamentals for Flute</i> • <i>Intermediate Rubank for all wind instruments</i> • Teacher created materials, using Sibelius and Word • Various web-based resources • Teacher demonstration | <ul style="list-style-type: none"> • Teacher-created rubrics • Teacher observations and comments • Self-assessments • Practice Journals • Authentic Assessment: School and evening performances |