

Verona Public School District

Curriculum Overview

Instrumental Music, Grades 4-12

**Curriculum Committee Members:**

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Supervisor:

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Curriculum Developed:

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Board Approval Date:

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Verona Public Schools
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Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:**Grade 4 Instrumental Music**

Students will be introduced to instrumental music through the beginning instruments offered: Flute, Clarinet, Saxophone, Trumpet, Trombone, Baritone, and Percussion.

Through these beginning instruments, students will learn to assemble, have good playing posture, understand basic embouchure and stick position. How to produce a proper tone will be explored while using various fundamental rhythms of whole note and rest, half note and rest, quarter note and rest. As students progress, the eighth note will also be introduced.

A variety of songs will be used to reinforce these concepts, as well as prepare students for concert performances. Concert performances may consist of a full ensemble selection as well as a solo or duet selection.

Grades 5-8 Instrumental Music

The primary objective of the HBW 5-8 instrumental program is to create an environment in which students can develop meaningful, lifelong connections to the music of different cultures and time periods by performing in band. Students participate in one of three concert bands that meet twice each week during 0 period (7:45am). In addition to large ensemble rehearsals, students receive one 30-minute pullout lesson each week during the school day. Lessons and rehearsals are focused on providing students with a solid technical foundation on their respective instruments, as well as an understanding of basic musical concepts, and performance practice. These skills and concepts serve as the basis for the formation of a deep understanding of music, and enable students to make their own meaningful connections to various types of music.

Grades 9-12 Instrumental Music

This course is designed to broaden the students' concept and knowledge of music by developing the skills to perform in various ensembles (i.e.: marching, jazz and concert bands). A constant striving toward excellence in technical and musical skills will be valuable long after the final performance. In addition to the skills needed for a good performance, the students should know the general and historical setting of the composition; notice and understand the rhythmic, melodic, harmonic and design principles used by the composer. They should also be able to relate the style of each composition to that of the works that they have heard or played.

Prerequisite(s): A desire to try instrumental music

Standard 8: Technology Standards

8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> x A. Technology Operations and Concepts B. Creativity and Innovation x C. Communication and Collaboration D. Digital Citizenship E. Research and Information Fluency F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> x A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Ready Practices: <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> x CRP2. Apply appropriate academic and technical skills. CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals.
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity.
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. CRP9. Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership, and effective management.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> x A. Career Awareness (K-4) x B. Career Exploration (5-8) x C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction x C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none"> ● Flute ● Clarinet ● Saxophone ● Trumpet ● Trombone ● Baritone ● Percussion ● Method Book 	<ul style="list-style-type: none"> ● Compositions and arrangements by Mr. Morden ● Computer programs ● Keyboard ● Sound system ● Microphones

Curriculum Scope & Sequence

Subject/Grade Level: VISUAL & PERFORMING ARTS/Gr. 4-12

Course: INSTRUMENTAL MUSIC, Gr. 4-12

Concept/NJCCCS	Grade/Level of Experience									Transfer Goal(s)	Enduring Understandings	Essential Questions
Literacy/1.1	4	5	6	7	8	9	10	11	12			
Notation	I	D	D	A	A	A	A	M	M	<ul style="list-style-type: none"> ● Students will independently read and follow experience-appropriate literature. ● Students will recognize that harmonies vary from simple unison to complex sonorities. 	<ul style="list-style-type: none"> ● Students will understand that music notation is designed to convey a musical message. ● Composers have a wide variety of notations and instructions at their disposal which give directions as to their intent. ● Many aspects of performance are left to the discretion of the conductor and performer as opposed to just the composer. 	<ul style="list-style-type: none"> ● How do musical symbols represent a composer's intentions? ● How do composers convey their intent? ● Do a composer's intentions matter?
Rhythm	I	D	D	A	A	A	A	M	M			
Pitch	I	D	D	A	A	A	A	M	M			
Dynamics	I	D	D	A	A	A	A	M	M			
Harmony	I	D	D	A	A	A	A	M	M			
Form	I	D	D	A	A	A	A	M	M			
Terminology	I	D	D	A	A	A	A	M	M			
Concept/NJCCCS	Grade/Level of Experience									Transfer Goal(s)	Enduring Understandings	Essential Questions
Performance/1.3	4	5	6	7	8	9	10	11	12			
Style	I	D	D	A	A	A	A	M	M	<ul style="list-style-type: none"> ● Students will independently play new and varied repertoire with experience-appropriate performance technique. ● Students will independently form rhythmic and/or melodic patterns based on previously acquired skills and knowledge. ● Students will independently demonstrate proper rehearsal etiquette. 	<ul style="list-style-type: none"> ● Students will understand that performance can represent the musical expression of both composer and performer. ● The rehearsal process is critical to a performance. ● Self-expression of the performer plays a large part in determining repertoire. 	<ul style="list-style-type: none"> ● What makes a performance great? ● What steps do musicians take to prepare for a great performance? ● Who is a performance for?
Tone Quality	I	D	D	A	A	A	A	M	M			
Improvisation	I	D	D	A	A	A	A	M	M			
Rehearsal Skills	I	D	D	A	A	A	A	M	M			
Rhythmic Accuracy	I	D	D	A	A	A	A	M	M			
Concept/NJCCCS	Grade/Level of Experience									Transfer Goal(s)	Enduring Understandings	Essential Questions
Appreciation/1.1,1.2,1.4	4	5	6	7	8	9	10	11	12			

Historical Context	I	D	D	A	A	A	A	M	M	<ul style="list-style-type: none"> ● Students will develop a lifelong appreciation of various forms of music and will be cognizant of historical and cultural contexts. ● Students will demonstrate appropriate behavior and audience interaction in various performance settings. 	<ul style="list-style-type: none"> ● Students will understand that musical interpretation is culturally and historically contingent. ● Students will understand that aural recognition of the elements of music (i.e. structure, form) can lead to a more fulfilling musical experience. ● Students will understand that the audience is an essential part of a performance. 	<ul style="list-style-type: none"> ● How can music reflect or represent different cultures? ● What <i>is</i> music? ● What makes a performance great?
Cultural Context	I	D	D	A	A	A	A	M	M			
Form	I	D	D	A	A	A	A	M	M			
Critique	I	D	D	A	A	A	A	M	M			
Style	I	D	D	A	A	A	A	M	M			
Audience Etiquette	I	D	D	A	A	A	A	M	M			

I – Introduction of Skill/Concept

D- Development of Skill/Concept

A- Application of Skill/Concept

M – Mastery of Skill/Concept