

Hoboken Public Schools

Instrumental Music Curriculum Grades 4-8



Instrumental Music 4-8

HOBOKEN PUBLIC SCHOOLS

Course Description

The instrumental music program provides the opportunity for students to learn how to play an instrument and perform in an instrumental ensemble. Students learn the fundamentals of music and how to apply them in practice and performance. Instrumental students are required to attend all scheduled band classes, rehearsals, and performances. They also meet for small group lessons that meet on a rotating basis one/two periods (Subject to change-discussion needed.) per week. They progress through beginning, intermediate and advanced lessons and band based on individual proficiency level. Although beginning in the fourth grade, students may begin instrumental music instruction at any grade level.

This academic and performance based program meets the needs of all students interested in studying and performing on a musical instrument during grades 4-8. It meets The New Jersey Core Curriculum Content Standards for Visual and Performing Arts.

Course Resources

- Instrumental Lesson Books (Essential Elements, Standard of Excellence)
- Notion Notation and Playback Software
- IPAD “Read Rhythm” and Music Tutor App
- www.sightreadingfactory.com (Sight reading web app)
- www.jwpepper.com
- www.musicnotes.com
- www.musescore.com
- Ensemble music for varied instruments on appropriate levels
- Band music on various levels
- Music K-8 Resource Magazine for Elementary and Middle School Music Teachers www.music8.com
- Music Theory Online Exercises www.musictheory.net
- Music Alive Magazine www.musicalive.com
- General Music www.rubistar.4teachers.org

Pacing Guide

Strings & Band	September	October	November	December	January
Beginner	<ul style="list-style-type: none"> •Basic instrument care <ul style="list-style-type: none"> -assembly -cleaning •Sound production <ul style="list-style-type: none"> -embouchure -fingerings -breathing •Technique <ul style="list-style-type: none"> -agility -posture 	<ul style="list-style-type: none"> •Basic counting – whole, half & quarter notes <ul style="list-style-type: none"> -Basic note reading -Foot tapping/ metronome •Note names <ul style="list-style-type: none"> -sing note names & rhythms 	<ul style="list-style-type: none"> • Basic counting – <ul style="list-style-type: none"> -introduce eighth notes -Note reading repetition drills •Beginning ensemble rehearsals •Technique <ul style="list-style-type: none"> -tonguing & articulation 	<ul style="list-style-type: none"> -Five note scalar passages in whole notes -Performance preparation for Winter Concert 	<ul style="list-style-type: none"> -Beginning pitched Sight reading skills (technology assisted) •Technical skills <ul style="list-style-type: none"> -agility -fingering
Intermediate	REVIEW: <ul style="list-style-type: none"> •Basic instrument care <ul style="list-style-type: none"> -assembly -cleaning •Sound production <ul style="list-style-type: none"> -embouchure -fingerings -breathing •Technique 	<ul style="list-style-type: none"> -Review note reading -Review counting & rhythm -Rhythmic Sight reading 	<ul style="list-style-type: none"> •Music terminology <ul style="list-style-type: none"> -meter, tempo markings, dynamics •intro to scales •Introduce dotted rhythms •Rhythmic Sight reading •Concert ensemble rehearsals 	<ul style="list-style-type: none"> -Basic 8 note scale and scale patterns in quarter and 8th notes -Performance preparation for Winter Concert -Rhythmic Sight reading 	<ul style="list-style-type: none"> -Intermediate pitched Sight reading skills (technology assisted) •Technical skills <ul style="list-style-type: none"> -agility -fingering -double-tonguing
Advanced	<ul style="list-style-type: none"> -Instrument care -Review of music symbols -beginning scales - Review counting & rhythm -Rhythmic Sight reading 	<ul style="list-style-type: none"> -Review note reading - 2 major scales in one octave -Rhythmic Sight reading 	<ul style="list-style-type: none"> •Playing in simple meter -3 major scales in 1 octave •Concert ensemble rehearsals -Rhythmic Sight reading 	<ul style="list-style-type: none"> -8th Grade ensemble performance preparation -4 major scales 1 octave –Winter Concert Prep -Rhythmic Sight reading 	<ul style="list-style-type: none"> -Advanced pitched Sight reading skills (technology assisted) •Technical skills <ul style="list-style-type: none"> -agility -fingering

Band	February	March	April	May	June
Beginner	<ul style="list-style-type: none"> -5 note scale in quarter notes -developing ensemble skills -basic use of technology - Basic pitched Sight reading 	<ul style="list-style-type: none"> -Time signatures: 2/4, 3/4 4/4 -Performance preparation for Spring Concert - Basic rhythmic & pitched Sight reading 	<ul style="list-style-type: none"> -Performance preparation for concert - Basic rhythmic & pitched Sight reading 	<ul style="list-style-type: none"> -Recruit beginners for next year -Spring Concert - Basic rhythmic & pitched Sight reading 	<ul style="list-style-type: none"> -Recruit beginners for next year -Sight reading -Final assessment - Basic rhythmic & pitched Sight reading
Intermediate	<ul style="list-style-type: none"> •one & two octave scales •chromatic scales -Introduction to new repertoire -Intermediate pitched Sight reading 	<ul style="list-style-type: none"> •one & two octave scales •chromatic scales -Performance preparation for Spring Concert -Intermediate pitched & rhythmic Sight reading 	<ul style="list-style-type: none"> -Performance preparation for Spring concert -Intermediate pitched & rhythmic Sight reading 	<ul style="list-style-type: none"> -Small class ensembles -Intermediate pitched & rhythmic Sight reading -Spring Concert 	<ul style="list-style-type: none"> -Marching Band & graduation preparation -Intermediate pitched & rhythmic Sight reading -Final assessment

Advanced	-playing in simple meter with advanced rhythms -Introduction to new repertoire -Small class ensembles -Advanced pitched Sight reading	-Ab & Eb Key signatures -4 instrument appropriate major scales in 2 octaves -Performance preparation for Spring Concert -Advanced rhythmic & pitched Sight reading	-Performance preparation for Spring concert -Expand scale study -Small class ensembles -Advanced rhythmic & pitched Sight reading	-Marching Band preparation -Small class ensembles -Memorial Day -Spring Concert -Review scales -Advanced rhythmic & pitched Sight reading	-Marching Band & graduation preparation -Review -Advanced rhythmic & pitched Sight reading -Final assessment
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Unit 1 – The Creative Process

Time Line All Four Marking Cycles

Unit 1 Overview

All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in music.

Essential Questions

- What are the elements of music and how do music and how do musicians and composers manipulate these to create music?
- How do the varying sounds of music instruments affect compositions?
- How does reading music notation relate to the ability to understand and perform music?
- How do we translate what is heard to what is understood about music?

Essential Learning Outcomes

- Students will be able to discover that ear training and listening skill are prerequisites for musical literacy.
- Students will be able to understand that the elements of music are foundational to basic music literacy.

- Students will explore that reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- Students will be able to discover that the elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic, and harmonic progressions, all of which contribute to musical literacy.

Technology Infusion

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

Standards Addressed: 1.1.2.B.1, 1.1.2.B.2 ,1.1.2.B.3, 1.1.2.B.4

Differentiation

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content

- Student-driven
- Real-world problems and scenarios
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling

Assessments

- Teacher observation
- Classroom participation
- Playing age-appropriate instruments
- Participation in various in-class performance activities
- Participation in the concert

21st Century Learning Connection

Arts Education in the 21st Century

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

Unit 2 – History of the Arts and Culture

Time Line All Four Marking Cycles

Unit 2 Overview

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Essential Questions

- How is the commonality that works of art from across artistic disciplines in both culture and history carried out?
- How do societies reflect their values and beliefs through the arts?
- How are art and culture related?
- How is art genre defined?

Essential Learning Outcomes

- Students will be able to understand that the function and purpose of art-making across cultures is a reflection of societal values and beliefs.
- Students will be able to discover that art and culture reflect and affect one another.
- Students will be able to understand that characteristic approaches to content, form, style, and design, define art genres.
- Students will be able to understand that sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Technology Infusion

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

Standards Addressed: 1.2.2.A.1, 1.2.2.A.2, 1.2.5.A.1, and 1.2.5.A.3

Differentiation

- Use of visual and multi-sensory formats
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Unit 3 – Performance

Time Line All Four Marking Cycles

Unit 3 Overview

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in music.

Essential Questions

- What is music notation and how does understanding it bring us closer to understanding the music it represents?
- What is proper vocal production and how does understanding basic anatomy help us to acquire it?
- How are the Orff instruments played?

Essential Learning Outcomes

- Students will be able to understand that the ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo
- Students will be able to explore the proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound
- Students will be able to play techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments

Technology Infusion

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

Standards Addressed: 1.3.2.B.1, 1.3.2.B.2, 1.3.2.B.3, and 1.3.2.B.4

Differentiation

- Use of visual and multi-sensory formats
- Use of assisted technology

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- Authentic assessments
- Adjusting the pace of lessons
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Assessments

- Teacher observation
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Unit 4 – Aesthetic Responses & Critique Methodologies

Time Line All Four Marking Cycles

Unit 4 Overview

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of music.

Essential Questions

- How is a work of art connected to the artist who created it?
- How is a work of art organized in category (ies)?
- How are works of art evaluated differently?

Essential Learning Outcomes

- Students will be able to understand that each arts discipline i.e. music has distinct characteristics, as do the artists who create them.
- Students will be able to explore the works of art may be organized according to their functions and artistic purposes (e.g. genres, mediums, messages, themes)

Technology Infusion

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.A.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.A.5	Create and use a database to answer basic questions.
8.1.5.A.6	Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

Standards Addressed: 1.1.2.B.1, 1.1.2.B.2, 1.1.2.B.3, and 1.1.2.B.4

Differentiation

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