

## **Subject Area- Instrumental Music      Grade Level 4-12**

**Mission Statement:** It is the mission of the Elba Central School District to actualize the phrase “Elba Equals Educational Excellence for Everyone.” We are committed to providing both quality and equity. Every student will have the opportunity to develop to the best of his/her ability.

**Elba Standards:** In addition to the knowledge and basic skills they need in order to participate in society, graduates of Elba Central School will develop:

1. Empowering skills: decision making, goal setting, creative thinking and problem solve abilities
2. Communication and social interaction skills;
3. Technological literacy;
4. Total wellness (social, physical, emotional health and self-esteem);
5. The values necessary to participate in society.

As a result of achieving these outcomes, our students will embrace lifelong learning.

### **National Standards for Music Education:**

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others a varied repertoire of music.
3. Improvising melodies, variations and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture.

### **New York State Standards for Music Education:**

1. Creating, performing and participating in the arts.
2. Knowing and using arts materials and resources.
3. Responding to and analyzing works of art.
4. Understanding cultural dimensions in the arts.

### **Scope:**

Progressive course of study for students, beginning with a basic understanding of posture, breath support, reading notation and producing/identifying sound and expanding to the demonstration of the ability to compose and harmonize the student’s own work and beyond. Using a sequence of approved lesson books, listening materials, NYS issued music journals, the NYSSMA manual, teacher organized tests and curriculum, surveys, grading rubrics and aural observations.

### **Sequence:**

1. “Breeze Easy” Book 1 for the respective instrument. Small and large group instruction, 1x/week.
2. Solo material: NYSSMA level 1 or 2.
3. “Breeze Easy” Book 2 for respective instrument.
4. Band Music of progressing difficulty.
5. Individualized lesson books from the Voxman, Weber or Rubank series.
6. Teacher organized performance finals.
7. Solo and Ensemble material, etudes: NYSSMA levels 3-6.
8. “Music Theory”, a comprehensive computer program. Jazz Theory and
9. Improvisation using the Jamey Aebersold books.

**Performance Indicators (as identified by the NYS Guide to Learning Standards in the Arts):**

1. *Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording and producing music.*

- A. Create short pieces consisting of sounds from a variety of traditional (ex-tambourine, recorder, piano) electronic (ex-keyboard) and non-traditional sound sources (ex-water-filled glasses).
- B. Sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo and dynamics; perform the music expressively; and sing or play simple repeated patterns with familiar songs.
- C. Read simple standard notation in performances.
- D. In performing ensembles, read music corresponding to the New York State School Music Association manual (NYSSMA manual) Levels I–II, and respond to gestures of the conductor.
- E. Identify and use, in individual and group experiences, some of the roles, processes and actions used in performing and composing music of their own and others.

2. *Students will use traditional instruments, electronic instruments and a variety of non-traditional sound sources to create and perform music.*

- A. Use classroom and non-traditional instruments in performing and creating music.
- B. Construct instruments out of material not commonly used for musical instruments.
- C. Use current technology to manipulate sound.
- D. Identify the various settings in which they hear music and the various resources that are used to produce music during a typical week.
- E. Demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school.
- F. Discuss the ways in which music is used by various members of the community.

3. *Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic and psychological qualities. Students will use concepts based on the structure of music's content and context to relate it to other areas of knowledge.*

- A. Through listening, students will identify the strengths and weaknesses of specific musical works and performances, including their own and others'.
- B. Describe the music in terms related to basic elements such as melody, rhythm, harmony, form, style, etc.
- C. Discuss the basic means by which the voice and instruments can alter pitch, loudness duration and timbre.
- D. Describe the music's context in terms related to its social and psychological functions and setting (ex-roles of participants, effects of music, uses in events).
- E. Describe their understandings of particular pieces of music and how they relate to their surroundings.

4. *Students will develop a performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the US. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.*

- A. Identify when listening and perform from memory a basic repertoire of folk songs and composed songs from the basic cultures that represent the peoples of the world.
- B. Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections.
- C. Identify the primary cultural, geographical and historical settings for the music they listen to and perform.

**Students will meet these objectives by:**

- Using a standardized method book and curriculum-based method to progress and perform on a primary instrument.
- Demonstrating the ability to read and interpret music of varying styles and cultures.
- Understanding the basic concepts of transposition and key in regards to their primary instrument.
- Demonstrating the ability to improvise over chords, both in notation and on their primary instrument.
- Using the voice to audiate difficult musical passages, and confirm their relationship with the rest of the piece.
- Knowing various composers throughout history.
- Discussing composers and their style in relation to the time period in which they worked.

**Rubric:**

**Level 1: Basic**-Student demonstrates and awareness, although not necessarily an understanding of the concept or skill being presented.

**Level 2: Progressing**-Student is moving towards an understanding of the concept or skill being taught.

**Level 3: Proficient**- Student demonstrates knowledge and understanding of the skill or concept.

**Level 4: Mastery**-Student has gone above and beyond the expected level of achievement for this particular skill or concept.

**BROAD OBJECTIVES:**

**Elementary: Grades 4-6**

<b>Item</b>	<b>Acceptable Performance Level</b>
Standardized Lesson books and material	<b>Progressing</b> -Completion of Book 1 within the first two years of study
Concert Performance	<b>Basic</b> -Demonstration of proper etiquette, dress and response to music
Survey and feedback of performance/rehearsal	<b>Progressing</b> -Answers show that thought and reflection have been given to the question, and demonstrate an understanding of the music being reviewed.
Recorded lesson material	<b>Basic</b> -Students will demonstrate, on tape, the ability to vocalize and/or play musical passages and discuss these performances.
NYSSMA solos	<b>Proficient</b> -By the end of grade 6, students will be able to read and perform solo material from the NYSSMA manual of at least grade 1-2.

**FOCUSED OBJECTIVES:**

**Grades 4-5 (Beginner Band Students)**

<b><u>Item</u></b>	<b><u>Acceptable Performance Level</u></b>
Reading Music	<b>Basic</b> -Students will demonstrate, on the primary instrument, the ability to read and interpret music from its written form, including dynamics, major key signatures and articulations. Difficulty no higher than NYSSMA level 1
Concert Performance	<b>Progressing</b> - Throughout the year, the student will participate in various performances representing different holidays and styles. He/she will be able to act in a responsible manner, both on and off the stage, and respond to music appropriately, both in a written and verbal manner.

<u>Item</u>	<u>Acceptable Performance Level</u>
Care of the instrument	<b>Basic</b> -By the end of 4 <sup>th</sup> grade, student will be able to show proper holding position, posture, breath support and storage of the instrument.
Performance Practice	<b>Basic</b> -Student will be able to demonstrate proper etiquette and respect during the Spring concert, including listening to others, responding appropriately and behaving in a professional manner
Written Notation	<b>Basic</b> -Students will demonstrate the ability to read and perform music of moderate difficulty in the assigned lesson book(up to approximately Lesson 10), including correct rhythms, pitch and key signature.
Listening	<b>Basic</b> -Students will listen and demonstrate appropriate response to music of varying cultures, time periods and genres.

**Focus: Grades 5-6 (Intermediate Band)**

<u>Item</u>	<u>Acceptable Performance Level</u>
Reading Music	<b>Proficient</b> -Students will perform, on the primary instrument, prepared music of NYSSMA level 2 or higher with few than 3 rhythmic or pitch errors. Students will understand and be able to explain simple musical terms, such as dynamics, ornamentation, round, tempo and meter.
Concert performance	<b>Progressing</b> -Students will perform, throughout the year, in a series of elementary band concerts, demonstrating not only a mastery of the music, but the ability to listen within the ensemble, proper behavior and response, and simple stylistic practices.

Standardized books and materials	<p><b>Progressing-</b> Student will advance from the previous year, into the next standardized lesson book in their appropriate series.</p> <p style="text-align: center;">OR</p> <p>Students will perform on and demonstrate mastery of 3 or fewer mistakes) a solo of NYSSMA level 2 or higher, earning, at festival, a rating of “Very Good” or higher</p>
Music history/theory	<p><b>Basic-</b> Students will demonstrate verbally a knowledge of 2-3 composers related to band music throughout the year, including knowledge of names, home countries and additional compositions.</p> <p><b>Proficient-</b>Students will demonstrate, in written response, an understand of transposition (their primary instrument in relation to concert pitch), 3-5 key signatures, time signature and tempo markings, and possess enough knowledge to perform these on the primary instrument.</p>
Recorded lesson material	<p><b>Progressing-</b>At least twice throughout the year, students will audio record an assignment of their choosing, and provide a self-reflection of this, demonstrating a basic understanding of progress and weaknesses.</p>

**Secondary: Grades 7-12 (Concert Band)**

<b>Item</b>	<b>Acceptable Performance Level</b>
<p>Standardized solo material, as indicated by the NYSSMA manual</p> <p><b>NYS Standard # 1: Creating, performing, participating in the arts</b></p>	<p><b>Progressing-</b>Student will be able to perform, by the end of their fourth year of study, a NYSSMA solo of level 3 or higher</p> <p>Students will have completed, by their senior year of high school, a minimum of 3 standardized lesson books</p>
<p>Survey and feedback of performance/rehearsal</p> <p><b>NYS Standard #3: Responding to and analyzing works of art</b></p> <p><b>NYS Standard #4: Understanding</b></p>	<p><b>Progressing-</b>Written answers demonstrate an understanding of the techniques involved, the performance styles studied and the expectations within the group. Student will be able to verbally explain the differences between the musical practices of two or more countries outside the US.</p>

<b>cultural contributions in the arts</b>	
Performance Final	<b>Mastery</b> -Will show a mastery of the assigned material (to be selected from NYSSMA manual, degree of difficulty varying, based on teachers expectations), including expression and dynamics. To be performed from memory
Recorded vocalization	<b>Progressing</b> -In rehearsal and lessons, students will regularly sing difficult musical passages (NYSSMA level 3-4) with at least 80% accuracy of notes and rhythms
Ensemble Experience  <b>NYS Standard #2: Knowing and using arts materials and resources</b>	<b>Basic</b> - Throughout the secondary career, students will successfully participate in at least two musical ensembles available to them, either within the Elba school district, or at an outside location.

Written exams	Students will complete a written exam at least once a year, concerning composers, performance practices, stylistic interpretation and music theory.
Theory	Having taken Elba music theory course (currently available on CD-ROM as an independent study), students will pass a final exam provided by the same.
Jazz Improvisation	Members of the jazz band, having worked with the group one year or more, will be able to follow basic Blues Chord Changes (both in written and aural form), and improvise a solo over these

<b>Content Sequence</b>	<b>Performance Indicators</b>	<b>Assessment</b>	<b>Performance Level</b>	<b>Integration</b>
Written notation-reading and playing from a standardized method book	1B, 1C	Written Tests	2- Progressing  *the second number in this box represents the level expected from secondary students*  4-Mastery	

Musical Interpretation- Playing music of various styles and cultures	1B, 4C	Rubric	2-Progressing  4-Mastery	Social Studies
Transposition- The relationship between the notes a student plays on their primary instrument and “Concert pitch”	3B	Written test	(Secondary students only) 3-Proficient	Math
Key signatures – Notation and sound in regards to major and minor	3B	Rubric	2-Developing  3-Proficient	
Improvisation- Jazz band students only- introduction to chord progressions	1A,2A	Rubric/self-assessment	(secondary students only) 2-developing	
Performance- selections from the NYSSMA manual	1C, 1D	Rubric	3-Proficient	
Singing- Using the voice to help audiate difficult musical passages	1A, 4A	Rubric	2-Developing	
Music History- Composers and their styles	3D, 4B	Written test	2-Developing	History
Concert setting- etiquette	2E	Rubric	3-Proficient	
Concert review-oral feedback from students	3D	Written review	2-Developing	

(secondary students only)Music theory-computer program	3B	Standardized test within the program	3-Proficient	
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**Methodologies:**

Concepts and skills initially developed through modeling of appropriate techniques, as well as audio demonstrations. Students will use written material, modeling and their own cognition to learn to hold and play correctly on a primary instrument. Teacher’s observations, written benchmarks taken from NYS Music Education Standards and expectations will define progress along the course of study. Advancing students will use self-reflection to further shape their course of study.