

## Pine Hill Public Schools Curriculum

Content Area:		<b>Related Arts</b>	
Course Title/ Grade Level:		Instrumental Music (6-8)	
Unit 1:	<b>Elements</b>	<b>Month:</b>	<b>Ongoing</b>
Unit 2:	Fundamentals	<b>Month:</b>	<b>MP 1</b>
Unit 3:	Theory	<b>Month:</b>	<b>MP 2</b>
Unit 4:	Critique/Assessment	<b>Month:</b>	<b>MP 3</b>
Unit 5:	Performance	<b>Month:</b>	<b>MP 4</b>
Date Created or Revised:		June 2012	
BOE Approval Date:		8/28/12	

**Pine Hill Public Schools  
Instrumental Music Curriculum**

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

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

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

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

**Pine Hill Public Schools  
Instrumental Music Curriculum**

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

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

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



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

**Pine Hill Public Schools  
Instrumental Music Curriculum**

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

<b>Content Statement(s):</b>		<b>CPI # / CPI(s):</b> 1.1.8.B.1, 1.2.8.A.3, 1.3.8.B.2, 1.3.8.B.3, 1.4.8.A.3, 1.4.8.A.7, 1.4.8.B.1					
Analyze the application of the elements of music.							
The arts reflect cultural morays and personal aesthetics throughout the ages.							
Stylistic considerations vary and understanding discipline-specific arts terminology.							
Performance technique.							
Artwork may be both utilitarian and non-utilitarian.							
Assessing requires objectivity and understanding.							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		