

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC CURRICULUM
GRADES 3-8**

July 1999

**TABLE OF CONTENTS
INSTRUMENTAL MUSIC**

CONCEPT	PAGE (S)
Grades: 3-4	
Philosophy	5
Objectives	6-7
Progress Indicators, Level One	8-9
National Standards	10
New Jersey Core Content Standards	11
Concepts: Woodwinds, Brass, Percussion, Strings	12-19
Grade: 5	
Progress Indicators, Level Two	20-21
Concepts: Woodwinds, Brass, Percussion, Strings	22-31
Assessment Methods	32
Elementary Performing Group	33
Other Resources	34
Teacher Resource Material	35
Grades 6-8	36
Band: Learning Objectives	37
Grade 6:	
Progress Indicators, Level 3	38
Teaching and Learning	39
Concepts: Woodwinds, Brass, Percussion, Strings	40-47

TABLE OF CONTENTS – continued

CONCEPT	PAGE (S)
Grade 7:	
Progress Indicators, Level 4	48
Concepts: Woodwinds, Brass, Percussion, Strings	49-55
Grade 8:	
Progress Indicators, Level 5	56
Concepts: Woodwinds, Brass, Percussion, Strings	57-63

INSTRUMENTAL MUSIC CURRICULUM

GRADES 3-5

PHILOSOPHY

The purpose of the instrumental music education in the curriculum can be best understood only as a part of aesthetic education, and aesthetic education, in turn can be properly understood only as part of the total education of the whole child.

The function of instrumental music education in the curriculum should be to provide music experiences to all those children who are interested in playing an instrument and who have developed sufficient motor and coordination skills so that their experiences can be both educational and enjoyable.

The child must feel as well as think. In addition to learning and discovering, he/she must learn to be creative. Therefore, we must cultivate in the child a sensitivity to the world of sound, form and emotional empathy, just as intellectually we must make the child cognizant of language, symbolism, and abstract tools of thought.

OBJECTIVES

GENERAL OBJECTIVES:

- To develop in the child a love, appreciation and enjoyment of instrumental music through participation.
- To develop in the child a means of self expression contributing to the emotional well being of the child.
- To develop the personal quality of discriminate listening.
- To develop through the music of other cultures and of other times, the awareness of the interdependence of people and their cultures.
- To develop an appreciation of world music, its traditions and styles, by the performance of a wide range of music literature.
- To develop skills as aid to musical expression.
- To develop self-discipline and time management skills through regular practice.
- To build a repertoire of music for individual and group performance.
- To provide the basis of a lifelong appreciation of instrumental music whether as

professional musicians, amateur players or as knowledgeable listeners.

SPECIFIC OBJECTIVES:

- To develop a discriminate ear.
- To develop rhythmic qualities.
- To read and interpret music symbols.
- To achieve proper positioning and posture.
- To develop a pleasing tone and adequate range of playing on the instrument.
- To develop pitch discrimination.
- To develop a degree of fine motor skill and coordination.
- To learn scales and chords.
- To understand simple harmonic principles.
- To learn the care and respect which must be given to a musical instrument.
- To develop personal pride and self confidence through accomplishment and the experience of success.

**INSTRUMENTAL MUSIC
LEVEL 1
GRADES 3-4**

**Class Organization: Teaching Methodologies
Progress Indicators**

At the third grade level, and in conjunction with the vocal program, students will be introduced to the instruments, which are currently taught in the school. Through observation of performances by the school's band and orchestra, through demonstration and counseling from the instrumental music teacher and with consultation with parents, the child is helped to choose which instrument he/she will study. The child will already have experienced playing the flutophone as part of the vocal program.

All third graders will have experience in playing informally in small ensembles. Those who are capable of doing so will be invited to join the fourth and fifth grade band or orchestra.

In grades 3 and 4 all beginning students will learn the proper care and assembly of instruments.

All students will begin work in a Method Book, which will be chosen by the band director. Lesson books and materials used in instrumental classes will include, but are not restricted to: folk tunes, patriotic songs, studies and various technique building exercises which address problems characteristic to a particular instrument.

Each student will receive one homogeneously grouped lesson per week. Lessons at the elementary school level are 30 minutes in length and rotate each week to better accommodate the students' regular schedules.

Band and orchestra rehearsals will begin at the discretion of the instructor based on the rate of progress made by the group as a whole. The band rehearsals are organized so that each major group of instruments has a rehearsal alone for 30 minutes, followed by a 30-minute group rehearsal of the full band. The orchestra meets for rehearsal as a whole group for two, 30-minute periods per week.

APPLICATION OF THINKING SKILLS AND WORKPLACE READINESS

Reference marks/words, eg 1.1. and “production” pertain to state, national and DMBE criteria for Instrumental Music Curriculum Standards.

Students in Level 1 Instrumental Music Study will utilize the following thinking skills: comprehend, demonstrate, recall name, memorize, apply and identify, in the work which is prescribed for their particular instruments.

Applicable to the “workplace readiness” concept, they will assimilate the following:

- Organize, synthesize and evaluate information (3.8)
- Work cooperatively (4.2)
- Use time efficiently (4.9)
- Apply study skills (4.10)

NATIONAL STANDARDS

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

NEW JERSEY CORE CONTENT STANDARDS VISUAL AND PERFORMING ARTS

- Standard 1.1 Aesthetics: All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual arts.
- Standard 1.2 Creation and Performance: All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater, and visual arts.
- Standard 1.3 Elements and Principles: All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual arts.
- Standard 1.4 Critique: All students will develop, apply and reflect upon knowledge of the process of critique.
- Standard 1.5 History/Culture: All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Woodwind Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce proper instrument assembly.</p> <p>Introduce proper playing position.</p> <p>Introduce the basics of tone, quality and production through diaphragmatic breathing, embouchure formation and proper articulation (“tu” and “du” attack).</p> <p>Introduce proper instrument care and maintenance.</p> <p>Introduce rudimentary reading skills.</p>		<p>Recognize and perform simple melodies bearing the flowing key signatures: Flute – B flat and E flat Major -- Clarinet – C and F Major -- Saxophone – G and D Major.</p> <p>Recognize and perform simple melodies composed in the following musical forms: AABA: ABA: Theme and Variation: Canon.</p> <p>Recognize and perform simple melodies composed in the following meter/time signatures: 4/4 (C) : 2/4: 3/4, as well as music composed in multiple keys.</p>	<p>A: Practice and perform simple melodies using: half, dotted half, quarter, dotted quarter, and eighth notes and corresponding rests.</p> <p>Introduce students to practicing and performing in a solo, beginning band, orchestra or ensemble group setting.</p> <p>Learn the symbols for accidentals (sharps, flats, and natural signs)</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Woodwind Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
		<p>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli.</p> <p>Understand the fingerings and proper tone production techniques for pitches within the following ranges: Grade three : flute – G –B flat2, clarinet – F.-B flat, saxophone – D G1. Grade four: flute – D flat2, clarinet – F to C to G1, saxophone – D –C1.</p> <p>By May, all clarinet students will understand the logic and mechanics for “crossing the break”. Students will begin to incorporate this skill into their daily practice and study</p>	

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce proper instrument assembly.</p> <p>Introduce proper playing position.</p> <p>Introduce the basics of tone quality and production through diaphragmatic breathing, embouchure formation and proper articulation (“tu” and “du” attack).</p> <p>Introduce proper instrument care and maintenance.</p> <p>Introduce rudimentary reading skills.</p>		<p>Recognize and perform simple melodies bearing the following key signatures: Trumpet - C and F Major, French Horn - C and B flat Major, Trombone/Baritone Horn - B flat and E flat Major.</p> <p>Recognize and perform simple melodies composed in the following musical forms: AABA:ABA: Theme Variation: Canon.</p> <p>Recognize and perform simple melodies composed in the following meter/time signatures: 4/4 (c); 2/4: 3/ 4 as well as music composed in multiple keys.</p>	<p>A: Learn the differences between a whole, half, dotted half, quarter, dotted quarter, and eighth notes and the corresponding rests.</p> <p>Practice and perform simple melodies using these notes and rests.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2b, 1.3, 1.3b
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce students to practicing and performing in a solo, beginning band, orchestra or ensemble group setting.</p>		<p>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: staff: treble clef: measure: bar line: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli: bass clef (trombone/baritone horn).</p> <p>Understand the fingerings and proper tone production technique for pitches within the following ranges: Grade three – French Horn – A –B Flat1, Trombone/Baritone Horn – B Flat to B Flat1 . Grade four – French Horn - A-D, Trombone/Baritone Horn – B Flat-D</p>	<p>A: To learn the symbols for accidentals (sharps, flats and natural signs).</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Percussion Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Develop bass and snare drum techniques/skills.</p> <p>Introduce proper grip (traditional) for snare drum stick, bass drum beater and bell mallets.</p> <p>Introduce proper instrument care, maintenance and assembly.</p> <p>Introduce rudimentary music reading skills to perform rest values: whole: half: quarter: eighth.</p>		<p>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: staff: percussion clef: measure: bar line: double bar line: fermata: repeat sign: slur: tie: first and second endings: D.C. al Fine: pick-up: divisi: duet: tutti: solo/soli: accent.</p> <p>Recognize and perform simple rhythmic accompaniments composed in the following musical forms: AABA: ABA: Theme and Variation: Canon.</p>	<p>A: Perform the following rudiments from memory: single-stroke roll: long roll: 5, 7 and 9 stroke roll: flam: flam tap: flam accent (all right and left): single flam paradiddle (flamadiddle) and rebound.</p> <p>Provide rudimentary playing experience and music reading skills for the sleigh bells, triangle, suspended cymbal and crash cymbals</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: Percussion Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce proper stance.</p> <p>Introduce students to practicing and performing in a solo, beginning band or ensemble group setting.</p> <p>Introduce students to the improvisation of simple rhythmic accompaniments.</p>		<p>Recognize and perform simple rhythmic accompaniments composed in the following meter/time signatures: 4/4 (C): 2/4: 3 /4.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: String Instruments
NJCCS: 1.1, 1.2b, 1.3, 1.3b
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce the care and maintenance of the instrument and bow.</p> <p>Introduce proper playing position and posture as well as relaxation techniques.</p> <p>Introduce the concept of “down” and “up” bow and the production of good tone quality.</p> <p>Introduction to “pizzicato and “arco” articulations.</p> <p>Introduction to rudimentary music reading skills.</p>	<p>Tapes</p>	<p>Read, perform (using 1st position) and memorize the scales of A Major: D Major: and G Major. Play 2 octaves of these scales by June. Perform simple melodies bearing these key signatures.</p> <p>Recognize and perform simple melodies composed in the following musical forms: AABA: ABA: Theme and Variation: Canon.</p> <p>Recognize and perform simple melodies composed in the following meter/time signatures.</p>	<p>A: Utilize tapes, which will be placed on the fingerboard to reinforce proper finger placement.</p> <p>Learn the differences between a whole, half, dotted half, quarter, dotted quarter, and eighth notes and the corresponding rests. Practice and perform simple melodies using these notes and rests.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 3 & 4
TOPIC: String Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce students to practicing and performing in a solo, orchestral or ensemble group setting.</p>		<p>Recognize and perform simple melodies composed in the following meter/time signatures: 4/4 (C): 2/4: 3/ 4: as well as music composed in multiple keys.</p> <p>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: staff: treble, alto and bass clefs: measure: bar line: double bar line: up bow: down bow: fermata: repeat sign: slur; flat: sharp: natural: first and second endings: D.C. al Fine: pick-up, chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli.</p>	<p>A: Learn the symbols for accidentals (sharps, flats and natural signs).</p>

INSTRUMENTAL MUSIC
Level 2
Grade 5
Progress Indicators

Class Organization: Teaching Methodologies: Progress Indicators

Students who have reached Level 2 will continue to add to their knowledge of basic theory through scale work and the introduction of new musical rudiments.

Students will continue to work with a method book chosen by the band director.

Emphasis will be placed on rhythmic accuracy with the addition of more complex note values and the introduction of the technique of “subdividing” the beat.

Band and orchestra rehearsals will begin at the discretion of the instructors based on the rate of progress made by the group as a whole. The band rehearsals are organized so that each major group of instruments has a rehearsal alone for 30 minutes, followed by a 30-minute rehearsal of the full band. The orchestra meets for rehearsal as a whole group for two, 30-minute periods per week.

Each student will attend one homogeneously grouped 30-minute lesson per week.

Lesson times will continue to rotate to better accommodate the students’ regular class schedules.

At this grade level, one of the main objectives will be to instill in the students a greater sense of accountability to self, to the teacher and to fellow instrumentalists and ensemble members.

A very important feature of the 5th grade instrumental music program is performance, not only as a soloist, but also in band, orchestra or small ensemble situations. Students are not only proficient in playing second and third parts, but are now able to play first parts. Many students take positions of responsibility within the groups as leaders of sections and some are able to play solo parts.

APPLICATION OF THINKING SKILLS AND WORKPLACE READINESS

Reference mark/words, e.g. 1.1 and “production” pertain to state, national and DMBE criteria for Instrumental Music Curriculum Standards.

Students in Level 2 Instrumental Music Study will utilize the following thinking skills: comprehend, demonstrate, recall, name, memorize, apply and identify, in the work which is prescribed for their particular instruments.

Applicable to the “workplace readiness” concept, they will assimilate the following:

- Organize, synthesize and evaluate information (3.8)
- Work cooperatively (4.2): use time efficiently (4.9)
- Apply study skills (4.10)
- Provide constructive criticism (4.5)

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Woodwind Instruments
NJCCS: 1.1, 1.2, 1.3, 1.4
NS: 2, 5, 6, 7
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>To continue to monitor proper playing position.</p> <p>To begin to refine the basic principles of tone quality and production through diaphragmatic breathing, continued development of the embouchure and the use of proper articulation (“du” or “tu” attack).</p> <p>Continue to monitor proper instrumental care and maintenance.</p> <p>To begin to refine music reading skills.</p>		<p>Recognize and perform the following notes: sixteenth, eighth, dotted eighth and triplet.</p> <p>Recognize and perform music literature composed in a variety of forms.</p> <p>Recognize and perform music literature composed in the following new time/ meter signatures: 2/2 (alla brave): 6.8.</p>	<p>A: Continue to identify through practice the following notes: whole, half, dotted half, quarter, dotted quarter, eighth and sixteenth notes, and the corresponding rests.</p> <p>Practice and perform more advanced music literature within such settings as solo, small ensemble and band.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Woodwind Instruments (continued)
NJCCS: 1.1, 1.2, 1.3, 1.4
NS: 2, 5, 6, 7
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Begin to develop an awareness of intonation.</p> <p>Introduce the concepts and implement the following dynamic/expressive markings: p: f: mp: mf: crescendo and decrescendo.</p> <p>Introduce the following musical terms and symbols in practice and performance: Allegretto: Andantino: Maestoso: Staccato: Triplet: Legato: Syncopation.</p>		<p>Recognize and perform music literature composed in the following new time/ meter signatures: 2.2 (alla brave): 6/8.</p> <p>Reinforce the recognition of the following musical terms/symbols in practice and performance: staff: treble clef: measure: bar line: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli.</p> <p>Students should aim to play at least one scale in two octaves.</p>	<p>Perform examples of more advanced music literature bearing the following key signatures as well as those composed in multiple keys: Flute: C, F, B flat, E flat. Clarinet: C, D, G, F. Saxophone: C, G, D, B Flat.</p> <p>To review and perform music in the following meters: 2.4, 3.4, 4.4.</p> <p>To review fingerings and proper tone production techniques for pitches within the following ranges: D-F2, E-C2, C-D2.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: **Woodwind Instruments (continued)**
NJCCS: 1.1, 1.2, 1.3, 1.4
NS: 2, 5, 6, 7
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>To introduce the concept of chromatism and to perform the following scales and arpeggios from memory: Flute: C: B Flat: E Flat: C Chromatic: 1 octave. Clarinet: C: G: F: F Chromatic: 1 octave. Saxophone: C: G; F; G Chromatic: 1 octave.</p>			

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2, 1.3, 1.4
NS: 2, 5, 6, 7
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to monitor proper instrument care and maintenance.</p> <p>Continue to monitor correct playing position.</p> <p>Begin to refine the basic principles of tone quality and production through diaphragmatic breathing, continued development of the embouchure and the use of proper articulation (“du” or “tu” attack).</p> <p>Begin to develop and awareness of intonation.</p>		<p>Recognize and perform the following notes: sixteenth, eighth, dotted eighth, triplet.</p> <p>Recognize and perform music literature composed in a variety of forms.</p> <p>Recognize and perform music literature composed in the following new time/meter signatures: 2/2 (alla breve): 6/8.</p>	<p>A: Continue to identify through practice and performance the following notes: whole, half, dotted half, quarter, dotted quarter, eighth and sixteenth notes and the corresponding rests.</p> <p>Practice and perform more advanced music literature bearing the following signatures as well as those composed in multiple keys: Trumpet: C: G: F. French Horn: C: B Flat: D: F. Trombone/Baritone Horn: F: B Flat: C: E Flat.</p> <p>Review and perform music in the following meters: 2/4, 3/ 4, 4/4.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Brass Instruments (continued)
NJCCS: 1.1, 1.2, 1.3, 1.4
NS: 2, 5, 6, 7
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce concepts and implement the following dynamic/expressive markings: p: F; mp: mf: crescendo and decrescendo.</p> <p>Introduce the following musical terms and symbols in practice and performance: Allegretto: Andantino: Maestoso: Staccato: Triplet: Legato: Syncopation.</p>		<p>Reinforce the recognition of the following musical terms/symbols in practice and performance: staff: treble clef: measure: bar line: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: divisi: duet: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli: accidental.</p>	<p>Review fingerings and proper tone production techniques for pitches within the following ranges and extend the playing range to the notes within the parentheses: Trumpet: A – E1. French Horn: A – (F1). Trombone/ Baritone Horn: G-D.</p> <p>Perform the following scales and arpeggios from memory and perform at one chromatic scale in one octave, going up and down: Trumpet: C: G:D and C Chromatic and F Chromatic by June. French Horn: C: B flat: D: C Chromatic and F Chromatic by June. Trombone and Baritone Horn: B Flat: F: C: B Flat Chromatic</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Percussion Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to monitor proper grip (traditional) for snare drum sticks, bass drum beater and bell mallets.</p> <p>Continue to monitor proper care and maintenance of percussion equipment.</p> <p>Reinforce sticking and stroking skills, to monitor proper stance and introduce damping techniques.</p>		<p>Recognize and implement the following musical terms/symbols in the practice and performance of more advanced pieces: staff, bass clef, measure, bar line, double bar line, fermata, repeat sign, slur, tie, first and second endings, D.C. al Fine, pick-up, duet, tutti, solo/soli, accent.</p> <p>Implement in performance the following expressive/ dynamic markings: p, f, mp, mf, crescendo and decrescendo.</p>	<p>A: Continue to recognize and perform the following notes and corresponding rest values: whole, half, quarter, eighth. Introduce the following notes: sixteenth, eighth, dotted eighth, triplet.</p> <p>Perform the following rudiments from memory: single-stroke roll, long roll (5, 7 and 9 stroke roll), flam (right and left), single flam paradiddle (flamadiddle) and rebound.</p> <p>Introduce the following rudiments (to be performed from memory): long roll (13 and 17 stroke), flam accent No. 1 and 2, ruff, (3 and 4 stroke), triplets, eighth and sixteenth note values.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: Percussion Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
			Continue to provide playing experience and music reading skills for the sleigh bells, triangle, suspended cymbals and other instruments as needed by the ensemble.

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: String Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce the care and maintenance of the instrument and bow.</p> <p>Continue to monitor proper playing position and posture as well as relaxation techniques.</p> <p>Continue to refine the principals of tone quality/ intonation through proper: bowing technique/pressure, finger placement, and relaxation techniques and listening skills.</p>		<p>Continue to realize through practice and performance: whole, half, dotted half, quarter, dotted quarter, and eighth and sixteenth notes, and the corresponding rests.</p> <p>Read, perform and play from memory the scales of: A Major, D Major, and G Major. To play 2 octaves of these scale. To perform music literature bearing these key signatures as well as that composed in multiple keys.</p> <p>Recognize and perform music literature composed in a variety of forms.</p>	<p>A: Practice and be able to perform eighth note, triplets, and sixteenth note figures with accuracy.</p> <p>Continue to engage students in practicing and performing in a solo, small ensemble and orchestral setting, using more advanced music literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: String Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Begin to refine music reading skills.</p> <p>Introduce the concepts and implement the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo.</p> <p>Introduce the following musical terms and symbols in practice and performance: Allegretto, Andantino, Maestoso, Staccato, Triplet, Legato, Syncopation, Alla Breve cut time).</p>		<p>Recognize and perform music literature composed in the following new time/meter signatures: 2/2 (Alla Breve), 6/8. To review and perform music in the following meters: 2/4, 3/4, 4/4.</p> <p>Reinforce the recognition of the following musical terms/symbols in practice and performance: staff, down bow, up bow, treble clef, alto/bass clef (if applicable), measure, bar line, double bar line, fermata, repeat sign, slur, flat, sharp, natural, first and second endings, D.C. al Fine, pick-up, divisi, duet, chromatic, tempi (Andante, Moderato, Allegro), tutti, solo/soli, accidental.</p>	

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 5
TOPIC: String Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>To introduce the concept of reading, practicing and performing double stops.</p> <p>Begin learning Third Position.</p>			

ASSESSMENT METHODS

Each child's attainment of the objectives of the Instrumental Music Program is monitored by the instrumental music teacher in the following ways:

1. Teacher observation of:

- Practice procedures and habits
- Classroom performance
- Self motivation

2. Pupil/teacher reaction:

- Rhythm vocabulary and understanding
- Pitch awareness
- Imitation of style

3. Pupil/pupil reaction:

- Ensemble and band/orchestra playing
- Performance skills
- Group cooperation

The attainment levels achieved by students are recorded by the teacher and are communicated to parents on open school nights, by telephone, when necessary, and on report cards.

ELEMENTARY SCHOOL PERFORMING GROUPS

1. Elementary Band
2. Concert Band
3. Select Band
4. Small ensembles for mixed instruments
5. Beginning string ensembles
6. Orchestra
7. Solo, duet and trio performance

PROVISIONS FOR OUTSTANDING MUSICIANS

1. North Jersey Area Band
2. Region 1 Junior High School Band
3. Region 1 Junior High School Orchestra
4. Region 1 Junior High School Jazz Ensemble
5. Morris-Union Consortium Band and Orchestra
6. Morris County Teen Arts Festival

OTHER RESOURCES

1. Rental program for beginning students
2. School owned music library
3. In-school programs:
 - Inter-district school programs
 - Assembly programs and performances at special school events
 - Concerts (mid-winter, spring and solo)
 - Guest performances
 - Exchange programs with other school districts
 - Performance for community programs and local organizations.

TEACHING RESOURCE MATERIALS

1. Woodwinds and Brass
 - *Edward Sueta Method: Books 1, 2, 3*
 - *Elementary Rubank Method*
 - *Intermediate Rubank Method*
 - Standard of Excellence Method: Books 1, 2, 3

2. Percussion
 - *Alyn Heim Method: Books 1 and 2*
 - *Edward Sueto Method: Books 1, 2, 3*

3. Strings
 - *String Builder: Books 1, 2, 3*
 - *Suzuki Method: Books 1, 2, 3, 4*
 - *Duets For Strings* (Belwin)

FLORHAM PARK PUBLIC SCHOOLS

INSTRUMENTAL MUSIC

GRADES 6-8

BAND **LEARNING OBJECTIVES**

GOALS:

- To develop and refine the techniques needed in a performing ensemble
- To have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style
- To develop a sense of cooperation and sharing through ensemble performance

KNOWLEDGE:

- To learn the rehearsal techniques necessary for instrumental performance
- To understand a variety of contrasting styles and forms of music
- To further expand the students' knowledge of musical reading and notation

SKILLS:

- To gain self motivation and self discipline through working in an ensemble situation
- To improve instrumental technique
- To play with proper tone, intonation and balance
- To play both solo and as a member of the ensemble
- Sight reading
- Stylistic interpretation

VALUES:

- Respect the values of others
- Self-understanding and a positive self image, concern and respect for others
- Appreciation of cultural similarities and differences

INSTRUMENTAL MUSIC/LEVEL3/GRADE 6

DESCRIPTIVE STATEMENTS, PROFICIENCIES, PROGRESS INDICATORS:

Emphasis for Level 3 will be placed on students becoming aware of good ensemble properties, such as balance blend and specific stylistic skills. Above all, students will be made aware of their responsibilities towards the performing group as a whole and of the concept of “esprit de corps.” The above concepts will be incorporated into the curriculum along with the addition of more complex time signatures and rhythmic values. Students will continue to attend lessons every six days and lesson time will be spent working with method books, handouts and various other materials chosen/ arranged by the director. Students will attend one band rehearsal per six-day cycle.

APPLICATION OF THINKING SKILLS AND WORKPLACE READINESS:

Students in Level 3 of Instrumental Music study will utilize the following thinking skills: comprehend, demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on “linguistics” as they apply to musical terminology. The following “workplace readiness” concepts will be in evidence: 3.8 – organize, synthesize and evaluate information, 4.2 – work cooperatively, 4.9 – use time efficiently and 4.10 – apply study skills. The inception of 4.3 (evaluate own accomplishments) and 4.5 – (provide constructive criticism) will begin to give students an awareness of listening skills.

TEACHING AND LEARNING

STRATEGIES:

- Teacher supplied materials
- Sectional rehearsals
- Communication through private instructors
- Use of audio visual materials
- Lectures
- Style analysis
- Repertoire analysis
-

ASSESSMENT:

- Active class participation
- Periodic individual auditions
- Individual final examinations
- Section evaluations

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: Woodwind Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the basic principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Continue to refine music reading skills and to practice and perform more advanced music/band literature.</p> <p>Extend student exposure to practice and performance within solo, small ensemble and/or band settings.</p>		<p>Continue to recognize through practice and performance music composed in the following keys, as well as in multiple keys: Flute – C, F, B Flat, E Flat, A Flat, Clarinet – C, G, D, F, B Flat, Saxophone – C, G, D, A, B Flat.</p> <p>Continue to recognize and realize through practice and performance, music literature composed in the following meters as well as in multiple meters: 4/4 (C), 2/4, 3/ 4, 2/2, 6/8 and 9/8.</p>	<p>A: Further develop through practice and performance the durational values presented in Levels One and Two.</p> <p>Further student exposure to music literature composed in a variety of forms.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: **Woodwind Instruments (continued)**
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: **Production, Aesthetics**

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Begin to refine the degrees of dynamics and focus on improved breath control in order to attain better consistency of sound levels.</p> <p>Further student familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p> <p>Introduce the concept of Enharmonics and understand how notes can be spelled in different ways. Apply this learning to both lesson and ensemble music.</p> <p>Further refine intonation awareness and control.</p>		<p>Continue to recognize and realize through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo.</p> <p>Students will perform the following scales and arpeggios from memory: Flute – c/Bb (1 8va), F/E Flat (2 8 va), B Flat Chromatic, Clarinet – C, G, D, F, B Flat (1 8 va), F, G (2 8 va), F Chromatic, Saxophone – G, D, C (1 8 va), C (2 8 va), G Chromatic</p>	

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the basic principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Continue to refine music reading skills and to practice and perform advanced music literature.</p> <p>Trumpet players will be introduced to the “3rd valve slide” and taught to use it in conjunction with 1/3 and 1/2/3/ combinations for better intonation.</p>		<p>Continue to recognize through practice and performance music composed in the following keys as well as in multiple keys: Trumpet – C, G, D, F, French Horn – C, B Flat, D, F, Trombone/Baritone Horn - B Flat, F, C, E Flat.</p> <p>Continue to recognize and realize through practice performance music literature composed in the following meters as well as in multiple meters: 4/4 (C), 2/4, 3/ 4, 2/2, 6/8, 9/8, 12/8.</p> <p>Continue to recognize and implement through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo, and decrescendo.</p>	<p>A: Further develop through practice and performance within solo, small ensemble and/or band settings.</p> <p>Further develop through practice and performance the durational values presented in Levels One and Two.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: Brass Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Begin to refine degrees of dynamics and focus on improved breath control in order to attain better consistency of sound levels.</p> <p>Further student familiarization with common music terms/symbols manifested in solo and ensemble literature.</p> <p>Further extend instrumental playing range through the introduction of more advanced fingering/positioning and tone production techniques.</p> <p>Further refine intonation awareness and control through use of the meter.</p>		<p>Perform the following scales and arpeggios from memory: Trumpet – C, G, D, F (1 8va), C/G Chromatic, French Horn - C, B Flat, D, F, G Chromatic, Trombone and Baritone Horn - C, F, B Flat, E Flat, F Chromatic.</p>	<p>Further student exposure to music literature composed in a variety of forms.</p>

**F LORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: Percussion Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine and develop stroking/sticking skills.</p> <p>Introduce/develop bell playing skills and techniques.</p> <p>Continue familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p> <p>Begin to refine degrees of dynamics by using better listening skills and physical control.</p>		<p>Recognize and implement through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo.</p>	<p>A: Further develop through practice and performance the durational values presented in Levels One and Two.</p> <p>Continue to provide playing experience and music reading skills for all instruments studied.</p> <p>Continue to review each rudiment introduced in Levels One and Two.</p> <p>Practice and perform more advanced music/band literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: Percussion Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME:

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
Continue to develop improvisatory skills.			Practice and perform more advanced music/band literature. Extend student exposure to performance in solo, small ensemble and/or band settings.

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: String Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the basic principles of tone quality/intonation through proper bowing techniques, finger placement and relaxation using the “Alexander Technique.”</p> <p>Continue to refine music reading skills and to practice and perform more advanced music literature.</p>		<p>Continue to recognize through practice and performance music composed in the following keys as well as in multiple keys: A, D, C Major (1 8va), G and F Major (2 8va). Scales in the above keys will be memorized and a part of the students’ daily routine.</p> <p>Continue to recognize and realize through practice and performance music literature composed in the following meters as well as in multiple meters: 4/4 (C), 2/4, 3/ 4 2/2, 6/8, 9/8, 12/8.</p>	<p>A: Further develop through practice and performance the durational values presented in Levels One and Two.</p> <p>Extend student exposure to practice and performance within solo, small ensemble and/or orchestral settings.</p> <p>Further student exposure to music literature composed in a variety of forms.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 6
TOPIC: String Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Further familiarization with common music terms/symbols manifested in solo and ensemble literature.</p> <p>Playing in “3rd position” will be introduced and utilized.</p> <p>Understand the mechanical/physical properties and its function in providing alternate fingerings and higher notes than possible with 1st position.</p>		<p>To continue to recognize and implement through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo.</p> <p>Begin to refine degrees of dynamics and show more control and consistency with this skill.</p> <p>Show listening skills that are developed enough in order to tune to a piano or tuner/ tune bar. Be sensitive to the intricacies of the technique of tuning.</p>	

INSTRUMENTAL MUSIC/LEVEL 4/GRADE 7

DESCRIPTIVE STATEMENTS, PROFICIENCIES, PROGRESS INDICATORS:

Students entering Level 4 will concentrate on the refinement of tone center, intonation and blending skills (ensemble). The primary evaluation tool will be that of a mature performance. Priority will be placed on the incorporation of each instrument's full range and the student's ability to control the instrument throughout this range. The difficulty of performance music will be chosen to challenge the band/orchestra to its fullest. A wide variety of styles will be included in performance in order to exercise the students' wide array of skills. Each student will receive one rotating, homogeneously grouped lesson and band period per six-day cycle. Lesson time will be spent in ensemble playing, and some method book work supplemented by various materials chosen by the instructor in order to achieve the goals of this level.

APPLICATION OF THINKING SKILLS AND WORKPLACE READINESS:

Students will continue to incorporate all thinking skills as described in the previous three levels, with the addition of 2.7, the use of technology. They will begin to utilize tools such as a metronome and electronic tuner to facilitate rhythm/intonation. Workplace readiness skills will include all short phrases as described in the previous three levels with the addition of 2.1 and 2.10, (understanding technological systems and discussing problems related to technology.)

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: **Woodwind Activities**
NJCCS: 1,1, 1.2, 1.3
NS: 2, 3, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Recognize through practice and performance music composed in a variety of keys, forms and meters.</p> <p>Continue to refine the realization of dynamic/expressive markings.</p> <p>Extend instrumental playing range through the introduction of more advanced fingering and tone production techniques.</p>		<p>Recognize through practice and performance music composed in a variety of keys, forms and meters.</p> <p>Given several notes or a scale, to be able to improvise or compose a simple melodic improvisation.</p> <p>Perform the following scales and arpeggios from memory: Flute – A, B Flat, A Flat (1 8 va), C, F, D, EB (2 8 va), B Flat, E Flat Chromatic. Clarinet - C, E Flat, B Flat (1 8 va), G, F (2 8 va), F, C Chromatic (2 8va). Saxophone - G, A, B Flat, F (1 d va), C, D (2 8 va), G, C, Chromatic.</p>	<p>A: Further develop and refine skills in rhythmic proficiency.</p> <p>Practice and perform more advanced music/band literature and to extend student exposure to solo, small ensemble and/or band settings.</p> <p>Further student familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the principles of tone and quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Continue to refine music reading skills with a particular emphasis on interpretation.</p> <p>Continue to refine the realization of dynamic/expressive markings.</p>		<p>Recognize through practice and performance and further student exposure through literature of music composed in a variety of forms, keys and meters.</p> <p>Perform the following scales and arpeggios from memory: Trumpet – C, G, B Flat, (1 8va) C Chromatic, French Horn - , G, F, B Flat (1 8 va) C Chromatic, Low Brass – C, F, B Flat, F Chromatic.</p>	<p>A: Further develop and refine skills in rhythmic proficiency.</p> <p>Practice and perform more advanced music/band literature.</p> <p>Extend student exposure to solo, small ensemble and/or band settings.</p> <p>Further student familiarization with the common musical terms and symbols manifested in solo and ensemble literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: Brass Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Further extend instrumental playing range through the introduction of advanced fingering/positioning techniques.</p> <p>Continue to refine intonation awareness and control.</p>			

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: Percussion Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5,
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Further refine and develop stroking/sticking skills.</p> <p>Continue to refine music reading skills in rhythmic proficiency and expressive realization.</p> <p>Introduce xylophone technique and reading skills to all percussion students. Begin to use this instrument in ensemble.</p> <p>Continue to refine the interpretation of dynamic/expressive markings.</p>		<p>Introduce the following rudiments (to be performed from memory): Long Roll (13, 17 stroke), Flam Accent Nos. 1 and 2, Ruf (3, 4 stroke), Triplets (both eighth and sixteenth.)</p>	<p>A: Practice and perform more advanced music/band literature and to continue to expose students to solo, small ensemble and/or band settings.</p> <p>Further student exposure to music literature composed in a variety of forms, keys (melody instruments and meters.)</p> <p>Further student familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: Percussion Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
			<p>Further develop the proficiency with which each previously studied rudiment is practiced and performed.</p> <p>Provide more extensive practice and performance experience on auxiliary percussion equipment.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: String Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine principles of bowing/finger placement with respect to intonation/tone quality.</p> <p>Continue to refine relaxation techniques e.g. Alexander.</p> <p>Continue the development of music reading skills with an emphasis on interpretation and rhythmic accuracy.</p> <p>Introduce and implement the concept of vibrato and to incorporate into daily practice regimen/literature.</p>		<p>Recognize through practice and performance and further student exposure to music composed in a variety of forms, keys and meters.</p> <p>Perform the following scales/arpeggios by memory: B Flat, A, C, D (1 8va), G, F (2 8 va).</p>	<p>A: Practice and perform more advanced literature and to extend student exposure to solo, small ensemble and/or orchestral settings.</p> <p>Further student familiarization with the common musical terms and symbols manifested in solo and ensemble/orchestral literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 7
TOPIC: String Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
Continue to refine the realization of dynamic/expressive markings. Continue with the development and use of third position technique.			

INSTRUMENTAL MUSIC/LEVEL 5/GRADE 8

DESCRIPTIVE STATEMENTS, PROFICIENCIES, PROGRESS INDICATORS:

Students entering Level 5 will show mastery for all skills covered in previous levels. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation. Performance music will be more varied and will incorporate more complex key and meter shifting. Students will receive one homogeneously grouped lesson as well as one band period every 6 days. Lesson time will be spent on solo and ensemble performance and materials used will be chosen by the director.

APPLICATION OF THINKING SKILLS AND WORKPLACE READINESS:

Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. They will focus on two new aspects, invent and create, to enhance their education through improvisation. Students will continue to use the above-described “workplace readiness” concepts and will especially concentrate on 4.3 (evaluating own accomplishments) and 4.5 (provide constructive criticism.)

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: **Woodwind Instruments**
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Further refine music reading skills with continued emphasis on interpretation and rhythmic proficiency.</p> <p>Continue to refine the interpretation of dynamic/expressive markings.</p>		<p>Continue to recognize through practice and performance music composed in a variety of forms, keys and meters.</p> <p>Perform the following scales and arpeggios from memory: Flute – A, B Flat, A Flat (1 8 va), C, F, G, D, E Flat (2 8 va), B Flat, E Flat, C Chromatic. Clarinet - E Flat (1 8 va), C, F, G, D, E Flat (2 8va), F, C Chromatic. Saxophone – G, A, B Flat, F, E Flat (1 8 va), C, D, (2 8va), F, C Chromatic.</p>	<p>A: Practice and perform more advanced solo, small ensemble and band literature and to further extend students’ exposure to these groups.</p> <p>Continue to further student familiarization with the common musical terms and symbols manifested in solo and ensemble literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: **Woodwind Instruments (continued)**
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Introduce grace notes, trills and gruppetti through practice and performance.</p> <p>Further extend instrumental playing range through the introduction of more advanced fingering and tone production techniques.</p> <p>Further refine intonation awareness and control.</p>			

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: Brass Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</p> <p>Continue to refine music reading skills with a particular emphasis on interpretation.</p> <p>Continue to refine the interpretation of dynamic/expressive markings.</p> <p>To further extend the instrumental playing range through the introduction of more advanced fingering/positioning and tone production techniques.</p>		<p>Continue to recognize through practice and performance music composed in a variety of forms, keys and meters.</p> <p>Perform the following scales and arpeggios from memory: Trumpet – C, G, D, F, B Flat, E Flat (1 8 va), F, Chromatic. French Horn - C, G, F, B Flat, E Flat (1 8va) C, F, Chromatic. Low Brass - C, D, F, B Flat, E Flat, Ab (1 8va) B Flat, F Chromatic.</p>	<p>A: Practice and perform more advanced music/band literature and to continue to expose students to these performing groups.</p> <p>Continue to further student familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: Brass Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5, 6
DBME: Production, Aesthetics

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Trumpet only: Continued use of the third valve slide for improved intonation. Introduction and incorporation of the first valve slide where applicable.</p> <p>Further refine intonation awareness and control.</p>			

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: Percussion Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue to refine and develop stroking/sticking skills.</p> <p>Further refine music and rhythmic reading skills with a particular emphasis on interpretation.</p> <p>Continue to recognize through practice and performance music composed in a variety of forms, meters, and keys (bells/xylophone.)</p> <p>Continue to refine the interpretation of dynamic/expressive markings.</p>		<p>Introduce the following rudiments (to be performed from memory): double paradiddle, triple paradiddle, and fiamacue.</p>	<p>A: Practice, perform and extend student exposure to more advanced music/band literature within the solo, small ensemble and/or band settings.</p> <p>Further extend student familiarization with common musical terms and symbols manifested in solo and ensemble literature.</p> <p>Further develop the proficiency with which each previously studied rudiment is practiced and performed.</p>

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: Percussion Instruments (continued)
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
Further extend instrumental playing range on the bells and xylophone.			Provide more extensive practice and performance experience on auxiliary percussion equipment.

**FLORHAM PARK PUBLIC SCHOOLS
INSTRUMENTAL MUSIC**

GRADE: 8
TOPIC: String Instruments
NJCCS: 1.1, 1.2, 1.3
NS: 2, 5
DBME: Production

Concepts	References and Resources	Assessments	Interdisciplinary Units (I)/ Activities (A)
<p>Continue refinement of principles of bowing technique, intonation, relaxation techniques and the use of vibrato and third position.</p> <p>Further refine music reading and rhythmic skills with continued emphasis on interpretation.</p> <p>Continue to refine the interpretation of dynamic/expressive markings.</p>		<p>To practice, perform and further extend student exposure to more advanced solo, small ensemble and orchestral literature.</p> <p>Continue to recognize through practice and performance music composed in a variety of forms, keys and meters (including multiple.)</p>	

