

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Instrumental Music Curriculum
Grades 9-12

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Course Overview

All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self but all people, through participation in a performing group or through the study of music itself, in order to become aware of the impact of human response and emotions. The major purpose of this curriculum is to help the student develop into an intelligent consumer of music as well as to develop musical awareness, initiative, and musical discrimination and skills through participation in the music program.

Instrumental Music at New Milford High School emphasizes the organization, preparation, and performance of a variety of band and orchestral music. Concert Band, Wind Ensemble and Orchestra explore works of the orchestral or concert band repertoire where students will have many opportunities to develop technical and expressive skills throughout the year. New Milford High School is a member of the CMEA Northern Region and students are encouraged to participate in Regional and All State auditions and festivals. Public performances after school hours are an integral part of each course and are required.

Through these standards-based courses, students will be able to create, respond, and perform according to individual abilities. Students are taught to use aural and visual discrimination skills to perceive the nuances present in music performance. Students will work together to perform instrumental ensemble pieces in diverse musical styles with authenticity and musicianship. Students will evaluate music performances, live and recorded. The curriculum addresses instrumental performing skills including, but not limited to:

Teamwork/Collaboration

Posture

Breath Control

Music Theory

Tone Development

Intonation

Expression/phrasing

Musicianship

BOE Approved March 2017

Pacing Guide

Unit Title	# of Weeks
Instrumental Techniques	embedded through course
Ensemble Skills	embedded through course
Music Literacy	embedded through course
Aesthetics	embedded through course

New Milford Public Schools

Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): David Syzdek Unit Title: Instrumental Techniques	Course/Subject: Instrumental Music Grade Level: 9-12 # of Weeks: embedded through course
Identify Desired Results	
NAIME Standards	
<ul style="list-style-type: none"> ● MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. ● MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. ● MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience ● MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. ● MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. ● MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance ● Performers make interpretive 	<ul style="list-style-type: none"> ● How do performers select repertoire? ● How does understanding the structure and context of musical works inform performance? ● How do performers interpret musical works? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present?

<p>decisions based on their understanding of context and expressive intent</p> <ul style="list-style-type: none"> • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<ul style="list-style-type: none"> • How do context and the manner in which musical work is presented influence audience response?
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Expected Performances

What students should know and be able to do

Students will know the following:

- Memorize the correct fingerings for his/her instrument.
- Enhance his/her awareness of various tuning procedures.

Students will be able to do the following:

- Demonstrate proper assembly, care and maintenance of his/her instrument.
- Perform with a characteristic tone.
- Demonstrate proper posture, hand position and instrument carriage while performing.
- Demonstrate a variety of articulations.
- Perform scales, exercises and music with a steady beat.

Character Attributes

- Respect
- Responsibility
- Perseverance
- Cooperation

Technology Competencies

- Students will use apps such as tuners and metronomes on personal mobile device.
- Students will watch and listen to performances on various media devices as well as online.

Develop Teaching and Learning Plan

Teaching Strategies:

- Discuss an instrument maintenance schedule.
- Define proper breathing technique

Learning Activities:

- Have students demonstrate the correct assembly procedure for each instrument.

over elongated passages with more • Have students demonstrate that they

<p>advanced note and rhythmic patterns.</p> <ul style="list-style-type: none"> ● Define appropriate use of vibrato where applicable. ● Have students listen to professional performers or master teachers to provide aural examples and instruction on the appropriate use of vibrato. ● Define proper playing position without adjusting posture. ● Define more complex legato, staccato, and marcato articulations. ● Define and demonstrate how to initiate the sound appropriately. ● Provide vocal models for more advanced proper articulation concepts. ● Demonstrate the difference between in tune and out of tune. ● Encourage students to purchase their own tuning device and use it independently. ● Practice scales by dividing the group into three sections. Start each section by thirds and have them listen for "beats". 	<p>possess the necessary items for proper instrument maintenance (i.e., cork grease, cleaning swab, valve oil, etc.)</p> <ul style="list-style-type: none"> ● Have students demonstrate proper cleaning technique for each instrument ● Have the students demonstrate the difference between proper and improper hand position. ● Have students play and, subsequently memorize, all major scales. ● Have students play all natural, harmonic and melodic minor scales. ● Have students explain the use of a fingering chart. ● Have students experiment with alternative fingerings for selected passages and explain their choices. ● Have percussion students will demonstrate proper sticking utilizing right hand lead on snare, as well as on the keyboard instruments. ● Have students experiment with alternative sticking patterns for selected passages and explain their choices. ● Have students demonstrate alternate fingerings and standard trill fingerings necessary for scale exercises and music performed. ● Have students explain how to correct the specific notes on the instruments which are inherently out of tune. ● Have students demonstrate the ability to correct pitch problems as they occur in selected exercises and literature. ● Have students demonstrate the importance of quality tone production as a basis for good intonation on their individual instrument. ● Have individuals match pitch, eliminating beats within their own section and with other instruments ● Have students perform exercises using various books designed for unison and chordal intonation training. ● Have students perform a more complex variety of scales, exercises, and music
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	<p>with a metronome.</p> <ul style="list-style-type: none"> • Have students perform a more complex variety of scales, exercises, and music without a metronome, while maintaining a steady pulse.
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, school community</p> <p>Situation: Students will demonstrate their musical understanding in a live performance.</p> <p>Product or Performance: Public Concert Performance</p> <p>Standards for Success: Self Reflection</p>	<ul style="list-style-type: none"> • Peer evaluations • Teacher observation of group activity • Performance rubrics • Musical Performances • Written or verbal responses • Marking Period Playing Assessment • Midterm Playing Assessment

Suggested Resources
<ul style="list-style-type: none"> • <u>Foundations For Superior Performance Warm-Ups and Technique</u> for Band, Richard Williams and Jeff King - Neil A. Kjos Music Co. • CMEA Regional and All State audition repertoire (e.g. Melodious and Progressive Studies for Flute Book I, Melodious and Rhythmical Exercises for Saxophone, Melodious Etudes for Trombone Book I, Portraits in Rhythm: 50 Studies for Snare Drum, etc.) • 371 Four-Part Chorales, J.S. Bach - Curnow Music Press • Great <u>Warm-Ups</u> for <u>Advancing Bands</u>, Bruce Pearson - Neil A. Kjos Music Co. • <u>Daily Warmups</u> for Orchestra, Michael Allen and Don Hanna - Hal Leonard Corp. • <u>String Techniques for Superior Musical Performance</u>, Robert Frost- Neil A. Kjos Music Co. • www.vicfirth.com • www.musictheory.net, brass trainer

New Milford Public Schools

Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): David Syzdek Unit Title: Ensemble Skills	Course/Subject: Instrumental Music Grade Level: 9-12 # of Weeks: embedded through course
Identify Desired Results	
NA/ME Standards	
<ul style="list-style-type: none"> ● MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. ● MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances ● MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. ● MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Everyone can perform, create and respond to music in meaningful ways. ● Each music performance is unique. ● Creating and performing music are forms of self-expression. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 	<ul style="list-style-type: none"> ● What criteria do we use to evaluate a performance? ● What makes a significant and meaningful performance? ● How does interpretation of the music affect the performance? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?
Expected Performances	

What students should know and be able to do

Students will know the following:

- How to respond appropriately to the director's conducting patterns.
- Criteria for making critical evaluations of the quality and effectiveness of a performance.

Students will be able to do the following:

- Integrate and apply performance skills within an ensemble setting.
- Demonstrate how to balance and blend with other instruments in the ensemble.
- Perform music from various historical periods, genres and cultures.
- Demonstrate stage comportment during performances.

Character Attributes

- Respect
- Responsibility
- Loyalty
- ⊗ Cooperation

Technology Competencies

- Students will use apps such as tuners and metronomes on personal mobile device.
- Students will watch and listen to performances on various media devices as well as online.

Develop Teaching and Learning Plan

Teaching Strategies:

- Model conducting patterns for students to follow.
- Establish uniform and matching articulation for the ensemble.
- Define balance among the ensemble versus blend among a section to develop the tone quality of the ensemble.
- Establish the importance of clarity of musical line. Define melody and harmony parts for the ensemble.
- Develop student ability to place their voice within an ensemble context with consideration of the balance of musical lines and timbre.
- Develop student ability to make musical decisions, to shape phrases and breathe appropriately.
- Develop independent rhythmic

Learning Activities:

- Have students clap, count or subdivide the beat as the conductor uses different patterns.
- Have students perform a scale, four beats per note, as the conductor makes tempo and dynamic alterations.
- Have students learn different conducting patterns.
- Pass the tuning note around the ensemble so students can compare their note to the previous one and make corrections as needed.
- Have the ensemble play long tones concentrating on intonation, balance and blend.
- Clap, count and perform rhythms in and out of context of current repertoire.
- Have all students play the same simple melody to work on phrasing and

<p>literacy and the skill of precise playing.</p> <ul style="list-style-type: none"> • Develop stylistic awareness and appropriate choice of attack, sustain and release. • Develop awareness of the individuals' responsibility to the ensemble. • Vary the ensemble set up to create new listening environments. 	<p>dynamic shaping.</p> <ul style="list-style-type: none"> • Have students perform a scale using different articulations in a repeated rhythm. • Have students practice breathing exercises. • Practice music passages with air only to concentrate on articulation skills and technical facility.
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, school community</p> <p>Situation: Students will demonstrate their musical understanding in a live performance.</p> <p>Product or Performance: Public Concert Performance</p> <p>Standards for Success: Self Reflection</p>	<ul style="list-style-type: none"> • Self-evaluation • Peer evaluations • Teacher observation of group activity • Performance rubrics • Musical performances • Written or verbal responses
Suggested Resources	
<p>Examples of repertoire:</p> <ul style="list-style-type: none"> • First Suite in Eb/Second Suite in F, Gustav Holst • An Original Suite/William Byrd Suite, Gordon Jacob • English Folk Song Suite, Ralph Vaughan Williams • Variations on a Korean Folk Song, John Barnes Chance • Irish Tune from County Derry, Percy Grainger • On a Hymn Song of Philip Bliss, David Holsinger • A Festival Prelude, Alfred Reed • Shenandoah, Frank Ticheli • October, Eric Whitacre • John Phillip Sousa March (various) • Brandenburg Concertos, Bach (various) • L'Arlesienne Suites, Bizet 	

- Hungarian Dance, Brahms (various)
- Symphony No. 9, Dvorak
- Symphony No. 94, Haydn
- www.jwpepper.com

New Milford Public Schools Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): David Syzdek Unit Title: Music Literacy	Course/Subject: Instrumental Music Grade Level: 9-12 # of Weeks: embedded through course
Identify Desired Results	
NA/ME Standards	
<ul style="list-style-type: none"> • MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. • MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording. • MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. • MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent 	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works?
Expected Performances	
What students should know and be able to do	

Students will know the following:

- Letter names of the notes within the practical playing range of his/her instrument
- Standard music notation and terminology

Students will be able to do the following:

- Play, notate and sight-read simple rhythms
- Perform a varied musical repertoire
- Perform stylistic markings as indicated in the music
- Perform melodic and/or rhythmic improvisations on a given set of notes

Character Attributes

- Honesty
- Compassion
- Courage
- Cooperation

Technology Competencies

- Students will use apps such as tuners and metronomes on personal mobile device.
- Students will watch and listen to performances on various media devices as well as online.

Develop Teaching and Learning Plan

Teaching Strategies:

- Have students identify the names of the notes within and outside of the practical playing range when called upon.
- Have students identify the names of the notes within a particular musical work.
- Define standard notation symbols and terms for Pitch, Rhythm, Dynamics, Tempo, Articulation and Expression.
- Define compositional techniques such as phrase construction, repeated motives, chord progression and resolution

Learning Activities:

- Have students demonstrate the ability to play concert pitches for each individual band instrument
- Have students demonstrate the ability to sight-read musical examples which incorporate whole, half, quarter, eighth, sixteenth, and dotted notes and rests in more complex and mixed meters.
- Have students notate a variety of more complex rhythmic patterns in mixed meters.
- Have students assemble a portfolio to include a vocabulary list of symbols and terms found within their music.
- Have students define terms within a new piece of music, demonstrating their knowledge through performance.
- Have each student demonstrate his/her ability to play the specific part with accurate notes in literature
- Have each student demonstrate his/her

	<p>ability to play the specific part with appropriate expression in literature</p> <ul style="list-style-type: none"> • Have students define articulation markings such as accents, slurs, and legato markings. • Have students perform articulation markings such as accents, slurs, and legato markings. • Have students improvise an 8-measure melodic pattern in response to an 8-measure melodic pattern introduced by the teacher.
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Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, school community</p> <p>Situation: Students will demonstrate their musical understanding in a live performance.</p> <p>Product or Performance: Public Concert Performance</p> <p>Standards for Success: Self Reflection</p>	<ul style="list-style-type: none"> • Peer evaluations • Teacher observation of group activity • Performance rubrics • Musical Performances • Written or verbal responses • Marking period playing assessments • Midterm playing assessment
Suggested Resources	
<ul style="list-style-type: none"> • www.musictheory.net • www.teoria.com • <u>Foundations For Superior Performance Warm-Ups and Technique for Band</u>, Richard Williams and Jeff King - Neil A. Kjos Music Co. • <u>String Techniques for Superior Musical Performance</u>, Robert Frost- Neil A. Kjos Music Co. 	

New Milford Public Schools

Curriculum Template

(template can be found in the Curriculum tab on our school website)

Committee Member(s): David Syzdek Unit Title: Aesthetics	Course/Subject: Instrumental Music Grade Level: 9-12 # of Weeks: embedded through course
Identify Desired Results	
NAfME Standards	
<ul style="list-style-type: none"> ● MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. ● MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music. ● MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. 	
Enduring Understandings Generalizations of desired understanding via essential questions <i>(Students will understand that ...)</i>	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. ● Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 	<ul style="list-style-type: none"> ● How do individuals choose music to experience? ● How does understanding the structure and context of the music influence a response? ● How do we discern the musical creators' and performers' expressive intent?
Expected Performances What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> ● Career choices in music ● Understand the relationships between music, the other arts and disciplines outside the arts 	

Students will be able to do the following:

- Analyze a particular work in terms of the elements of music including instrumentation, texture and stylistic considerations
- Critique a variety of performances for intonation, note and rhythmic accuracy and musicality

Character Attributes

- Respect
- Compassion
- Citizenship
- Integrity

Technology Competencies

- Students will use apps such as tuners and metronomes on personal mobile device.
- Students will watch and listen to performances on various media devices as well as online.

Develop Teaching and Learning Plan

Teaching Strategies:

- Invite members of various music professions to present information about their careers in music.
- Assign students to help with administrative duties, library duties, or peer mentoring to sample varied aspects of the music industry and teaching professions
- Select appropriate students serve as student conductors.
- Define time signatures using fractions.
- Define musical terms in foreign languages.
- Explain tone production in terms of the physics of sound.
- When performing a piece from a specific time period, present art and architecture from that period and discuss similarities.
- Introduce music from different cultures.

Learning Activities:

- Upon listening to a particular work, have students **list** the instruments heard.
- Have students indicate how instrumentation affects both texture and style.
- While listening to a tape of their performance, have students differentiate between correct and incorrect notes and rhythms.
- Have students list the characteristics of a musical performance.
- Have students list both the positive and negative qualities of one of their own performances by evaluating either a taped performance or a performance of another section within the band.
- Have students give introductory remarks before the playing of each selection at a public concert.
- Have the students create visual pictures depicting what a composition portrays.
- Have students perform music written by male and female composers from various time periods.

- Have students perform music from

various different cultures.

Assessments	
Performance Task(s) Authentic application to evaluate student achievement of desired results designed according to GRASPS /one per marking period	Other Evidence Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Concert Performance</p> <p>Role: Performer</p> <p>Audience: Parents, family, school community</p> <p>Situation: Students will demonstrate their musical understanding in a live performance.</p> <p>Product or Performance: Public Concert Performance</p> <p>Standards for Success: Self Reflection</p>	<ul style="list-style-type: none"> ● Peer evaluations ● Teacher observation of group activity ● Performance rubrics ● Musical Performances ● Written or verbal response
Suggested Resources	
<ul style="list-style-type: none"> ● www.youtube.com ● www.namfe.org ● www.cmea.org ● www.namm.org ● The Instrumentalist <u>Magazine</u>, professional music education publication ● CMEA News, professional music education publication ● <u>The New Grove Dictionary of Music and Musicians, Stanley Sadie - Oxford University Press</u> 	

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