

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
MUSIC DEPARTMENT
Instrumental Instruction Curriculum Guide

<p>Pacing Guide: Instrumental Instruction is a full year course for grades 10-12 and a half year course for grade 9 that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>Unit 1- Note Literacy(4-6 weeks-assessment) Unit 2- Subdivision(4-6 weeks-assessment) Unit 3- Articulation / Rudiments/ Scales / Terminology(2-3 weeks-assessment) Unit 4- Performance(throughout the year) Unit 5- Advanced Literature(6-8 weeks-assessment) Unit 6- Tuning(2-3 weeks-assessment)</p>
<p>21st Century Skills Standards:</p> <p>Career Ready Practices:</p>	<p>9.1.12.A.4 - Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>CRP1-Act as a responsible contributing citizen and employee CRP9-Model integrity, ethical leadership and effective management</p>
<p>Technology Standards:</p>	<p>8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p>

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Differentiation/Accommodations/Modifications

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities:</p> <ul style="list-style-type: none"> • Provide audio and/or video resources that foster further in-depth analysis the topic. • Exploration of artists to understand historical and cultural impact. • Use of Higher Level Questioning Techniques. • Provide assessments at a higher level of thinking. • Foster leadership roles. • Assign independent projects • Individual performance opportunities • Next level theory • Self-critiquing 	<p>Modifications for Classroom</p> <ul style="list-style-type: none"> • Pairing with more advanced ESL students • Utilize in house resources • Google language translator • Shadow upperclassmen <p>Modifications for Homework/Assignments:</p> <ul style="list-style-type: none"> • Extended time for assignment completion as needed. • Highlight key vocabulary. • Allow translation devices and/or use of computer • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. 	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Student can retake examinations • Ask students to restate information, directions, and assignments • Repetition and practice • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. • Extended time to complete class work. • Preferential seating when applicable. • Establish expectations for correct spelling on assignments • Extra copies of sheet music for home when necessary for homework. • Student may request access to audio and/or video resources when applicable • Assign a peer helper in the class setting 	<p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Pair visual prompts with verbal presentations <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> • Offer extra help after school. • Ask students to restate information, directions, and assignments • Repetition and practice • Teach skills/techniques to be learned by rote as modeled by teacher and/or peers. • Extended time to complete class work. • Preferential seating when applicable. • Establish expectations for correct spelling on assignments • Extra copies of sheet music for home when necessary for homework. • Student may request access to audio and/or video resources when applicable • Assign a peer helper in the class setting

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	<p>Resources</p> <p>WIDA Standards</p> <ul style="list-style-type: none"> • Standard 1: Social and Instructional Language • Standard 2: The language of Language Arts • Standard 3: The language of Mathematics • Standard 4: The language of Science • Standard 5: The language of Social Studies 	<ul style="list-style-type: none"> • Provide oral reminders and check student work during independent work time • Assist student with long and short term planning of assignments • Encourage student to double check work on examinations when applicable. (not performing or listening exams) • Communication with aide <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time on classroom examinations • Restate, reread, and clarify directions/questions • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments. 	<ul style="list-style-type: none"> • Provide oral reminders and check student work during independent work time • Assist student with long and short term planning of assignments • Encourage student to double check work on examinations when applicable. (not performing or listening exams) • Provide regular parent/school communication • Pairing with advanced students • Communication with guardian • Communicate with I&RS <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time on classroom examinations • Restate, reread, and clarify directions/questions • Distribute study guide for classroom tests • Establish procedures for accommodations/modifications for assessments.
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CONTENT: Instrumental Instruction Unit 1			
Theme: Note Literacy			
Essential Questions: Can sight read music be read without rote assistance? Is there an understanding the fundamentals of notation as it relates to instrumental instruction?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Musical proficiency is characterized by the ability to sight-reading advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. • The ability to read and interpret how music impacts musical fluency. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Differentiate note values, pitch, rhythm • Sight-read new music 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quizzes • Classroom participation • Audible assessment • Rehearsal • Self –Critique • Benchmark assessments • Final 	<p>Standards (NJSL): 1.1.12.B.2, 1.3.12.B.2 1.1.12.A.1, 1.1.12.A.2</p> <p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 4-6 weeks-assessment</p>
			<p>Materials: Marching Band field show opener literature Handouts Various supporting music literature Google classroom YouTube</p>

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CONTENT: Instrumental Instruction Unit 2			
Theme: Subdivision			
Essential Questions: Can I count my music to the smallest part? Can I play the rhythm on the page?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Identify the meter of two or more musical examples, (i.e., 2/4, 3/4, 4/4, 6/8, etc.) and replicate selected rhythm patterns from a musical example. Aurally and visually identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Place individual counting numbers on every note and rest on the excerpt using appropriate divisions. Clap and count the rhythm Play and count to oneself simultaneously 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> Benchmark assessments Final exam Quizzes Class work Playing tests Written tests Rehearsal Self –Critique 	<p>Standards (NJSLs): 1.1.12.B.1, 1.1.12.B.2 1.1.12.A.1, 1.1.12.A.2</p> <p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 4-6 weeks-assessment</p>
			<p>Materials: Marching Band field show closer literature handouts.</p>

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CONTENT: Instrumental Instruction Unit 3			
Theme: Articulation / Rudiments/ Scales / Terminology			
Essential Questions: Can the major scales be played in concert pitch? Is there an understanding of musical terminology as it relates to instrumental instruction?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Technical accuracy varies according to genre, culture, and historical era. • Musicality varies according to genre, culture, and historical era. • Stylistic considerations vary according to genre, culture, and historical era. • Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Play appropriate stylistic markings found in music • Play Concert Bb, F, Eb, Ab scales • Identify various elements of music using the correct terminology 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quizzes • Class work • Playing tests • Written tests • Rehearsal • Self –Critique • Final Exam • Benchmark Assessments 	<p>Standards (NJSLs): 1.3.12.B.1, 1.3.12.B.3 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.1, 1.4.12.B.2</p> <p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 2-3 weeks-assessment</p>
			<p>Materials: Concert Band literature Handouts Lectures Various supporting music literature Google classroom YouTube</p>

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CONTENT: Instrumental Instruction Unit 4			
Theme: Performance			
Essential Questions: Do I have an understanding of appropriate band literature? Would performing as a profession be considered as a career? Is the artist who wrote the music being compensated of his/her intellectual property for my performance?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Perform a varied repertoire of instrumental music representing diverse styles, cultures and historical periods. • Communicate information and ideas to multiple audiences using a variety of media and formats. • Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt. • Identify transferable career skills and design alternate career plans. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Showcase their works before an audience • Foster a cultured atmosphere • Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. • Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs. 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Halftime show • Winter Concert • Tree Lighting • Pep Rallies • Joint Middle/High School Concert • Spring Concert • Memorial Day Parade • Graduation <p>* Freshman will have the option whether or not to participate in marching band, provided they arrive with no prior marching experience. Must still come to at least one game and sit with the band. This exemption may also apply to students who join the program later than their freshman year.</p>	<p>Standards (NJSLs): 1.2.12.A.1, 1.2.12.A.2 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.B.1</p> <p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: Spread throughout the school year</p>
			<p>Materials: Various supporting music literature Various supporting music literature Google classroom YouTube</p>

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CONTENT: Instrumental Instruction Unit 5				
Theme: Advanced Literature				
Essential Questions: How can I play complicated changes in key, meter, and rhythm? How can I effectively read music? How can I effectively identify music symbols				
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Identify the meter of two or more musical examples, (i.e., 2/4, 3/4, 4/4, 6/8, etc.) and replicate selected rhythm patterns from a musical example. Aurally and visually identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring. Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Read advanced notation Decipher modulations and meter changes 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> Playing tests Written tests Benchmark assessments Final exam Rehearsal 	<p>Standards (NJSLs): 1.1.12.B.1, 1.1.12.B.2 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.B.1, 1.4.12.A.2</p>	
			<p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p>	
			<p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p>	
<p>Career Ready Practices CRP1,9</p>		<p>Pacing Chart/Time Frame: 6-8 weeks-assessment</p>		
<p>Materials: Concert Band literature Chrome books Various web-based music software Appropriate musical literature Google classroom</p>				

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CONTENT: Instrumental Instruction Unit 6			
Theme: Tuning			
Essential Questions: How can I effectively play my instrument in tune with others? Can I effectively make necessary tuning adjustments? Can I play in tune consistently throughout the full range of my instrument? Why is the concept of tone important to a performance? Why are listening skills so vital to a performance?			
<p>Content: <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • Technical accuracy varies according to genre, culture, and historical era. • Musicality varies according to genre, culture, and historical era. • Stylistic considerations vary according to genre, culture, and historical era. 	<p>Skills: <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Tune instrument to a piano, another instrument or using a tuner • Adjust embouchure and air support to play higher notes in tune 	<p>Assessments: <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> • Quiz using tuner or another instrument • Quiz major scale • Playing tests • Written tests • Rehearsal • Self –Critique • Final Exam • Benchmark Assessments 	<p>Standards (NJSL): 1.3.12.B.1 1.1.12.A.1, 1.1.12.A.2 1.4.12.A.4, 1.4.12.A.1</p> <p>21st Century Life and Career 9.1.12.A.4 9.2.12.C.3</p> <p>Technology Standards 8.1.12.F.1 8.2.12.B.3</p> <p>Career Ready Practices CRP1,9</p>
			<p>Pacing Chart/Time Frame: 2-3 weeks-assessment</p>
			<p>Materials: Tuner, Piano Instrument Chrome books Various web-based music software Appropriate musical literature Google classroom</p>