Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 4** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will compose original music and perform music written by others. Students will understand and use the basic elements in music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.
Essential Questions: Why do people create?
NYS Learning Standards for The Arts Music Standard 1 - **Creating, Performing, and Participating in the Arts.** Students will actively engage in the processes of creating and performing in the arts (dance, music, theater, and visual arts) and participate in roles in the arts.

DESIRED PERFORMANCE Demonstrable Knowledge:	PERFORMANCE INDICATORS Students will know and be able to:
Reading Notation	Read and perform the following notes and/or rests: whole, dotted half, half, quarter and eighth.
Performance of Scales/Rudiments	Perform a six note scale by the end of fourth grade (2 rudiments for drum students).
Musical selection	Perform beginning level music (such as a solo, band music, duets).
Composition/Improvisation	Create a 4 measure rhythmic composition incorporating the proper use of whole, half, and quarter notes.
Proficiency of technical skills:	
Embouchure	Demonstrate the appropriate tone and ability first on the mouthpiece, followed by the fully assembled instrument.
Posture	Play instrument while seated or standing, with back straight and feet flat.
Hand position	Keep fingers relaxed and close to the instrument.
Breath support	Perform a long tone on a single pitch for 8 beats in one breath.
Stick control/technique (percussion)	Sticks should be held with the proper grip. Sticks should be balanced (not held up too high or low). Wrists should be used (not arms).
Tonguing/Articulation	Tongue/articulate notes clearly.

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Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 4** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will use a variety of sound sources to create and perform music. Students will use resources to expand their musical opportunities in their community. Students will know the vocations and avocations available to them in music.
Essential Questions: What is art/music's role in society?
NYS Learning Standards for The Arts Music Standard 2 - **Knowing and Using Arts Materials and Resources** Students will use various types of instruments to create and perform music. They will use resources to expand their musical opportunities in their community.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Appropriate audience behavior	Develop appropriate behavior when performing in or listening to a concert performance.
Musical settings	Name a place where you hear or can find music.

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Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 4** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will demonstrate the capacity to listen to and comment on music . They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. Students will use concepts from other disciplines to enhance their understanding of music.
Essential Questions: How does music make you feel? (How does music impact your life?)
NYS Learning Standards for The Arts Music Standard 3 - **Responding to and Analyzing Works of Art** Students will demonstrate ability to listen to and comment on music, and relate their knowledge of music to their knowledge of other areas. They will use concepts from other disciplines to enhance their understanding.of music.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Listening skills	Listen to a composition and describe how the music made them feel.
Basic musical elements	Listen to musical recordings and describe the music in terms such as melody, rhythm, dynamics, style, instrumentation, etc.
Concert Reflections	Discuss elements of their own performance, giving an example of one element they liked and one element they could improve.
Social Context	Develop the ability to identify positive and negative elements of their own, a peer's or an ensemble's performance and then give constructive feedback about that performance.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 4** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will develop a performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performance and understand the functions of music within the culture .
Essential Questions: What are the origins of music and the arts?
NYS Learning Standards for The Arts Music Standard 4 - **Understanding the Cultural Dimensions and Contributions of the Arts** Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

DESIRED PERFORMANCE Demonstrable Knowledge:	PERFORMANCE INDICATORS Students will know and be able to:
Classical/Jazz/Folk song music recognition	Identify the instruments heard in examples of music from various styles (Classical/Jazz/Folk).

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 5** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will compose original music and perform music written by others. Students will understand and use the basic elements in music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.
Essential Questions: Why do people create?
NYS Learning Standards for The Arts Music Standard 1 - **Creating, Performing, and Participating in the Arts.** Students will actively engage in the processes of creating and performing in the arts (dance, music, theater, and visual arts) and participate in roles in the arts.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Reading Notation	Read and perform notations including all rhythms from grades 4, as well as the dotted quarter/eighth note pattern.
Performance of Scales/Rudiments	Perform 2 major scales by the end of fifth grade with correct key signatures (3 rudiments for drum students).
Musical selection	Perform Very Easy level of music (such as a solo, band music, duets).
Composition/Improvisation	Create a 4 measure rhythmic composition incorporating eighth notes.
Proficiency of technical skills:	
Embouchure	Demonstrate the appropriate tone and ability in the mid range of the instrument.
Posture	Play instrument while seated or standing, with back straight and feet flat.
Hand position	Keep fingers relaxed and close to the instrument.
Breath support	Perform a 2 measure phrase in one breath.

Stick control/technique (percussion) Tonguing/Articulation	Continue techniques from 4th grade. Demonstrate effective stick control when transitioning between note values as well as single notes to rolls. Perform staccato, accent, tenuto, slurs.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 5** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will use a variety of sound sources to create and perform music. Students will use resources to expand their musical opportunities in their community. Students will know the vocations and avocations available to them in music.
Essential Questions: What is art/music's role in society?
NYS Learning Standards for The Arts Music Standard 2 - **Knowing and Using Arts Materials and Resources** Students will use various types of instruments to create and perform music. They will use resources to expand their musical opportunities in their community.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Appropriate audience behavior	Continue to develop and be able to describe appropriate behavior when performing in or listening to a concert performance.
Musical settings	Describe where they hear music in the school or community.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 5** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. Students will use concepts from other disciplines to enhance their understanding of music.
Essential Questions: How does music make you feel? (How does music impact your life?)
NYS Learning Standards for The Arts Music Standard 3 - **Responding to and Analyzing Works of Art** Students will demonstrate ability to listen to and comment on music, and relate their knowledge of music to their knowledge of other areas. They will use concepts from other disciplines to enhance their understanding.of music.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Listening skills	Listen to a composition and identify elements that they liked and disliked.
Basic musical elements	Listen to musical recordings and describe the music in terms such as melody, rhythm, tempo, dynamics and style.
Concert Reflections	Identify and write down at least one like and dislike of their own performance and explain their reasoning.
Social Context	Identify positive and negative elements of their own, a peer's or an ensemble's performance.

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Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 5** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will develop a performing and listening repertoire of music of various genres, styles and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performance and understand the functions of music within the culture .
Essential Questions: What are the origins of music and the arts?
NYS Learning Standards for The Arts Music Standard 4 - **Understanding the Cultural Dimensions and Contributions of the Arts** Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Classical/Jazz/Folk song music recognition	Identify the instruments used and the style of music they are often associated with for various genres (Classical/Jazz/Folk).
Geographical setting	Identify the geographical setting of Classical/Jazz/Folk based on rhythms and instrumentation.

Saugerties Central School District
Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 6** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will compose original music and perform music written by others. Students will understand and use the basic elements in music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.
Essential Questions: Why do people create?
NYS Learning Standards for The Arts Music Standard 1 - **Creating, Performing, and Participating in the Arts.** Students will actively engage in the processes of creating and performing in the arts, (dance, music, theater, and visual arts) and participate in roles in the arts.

DESIRED PERFORMANCE Demonstrable Knowledge:	PERFORMANCE INDICATORS Students will know and be able to:
Reading Notation	Read and perform notations including all rhythms from grades 4 & 5, as well as sixteenth notes and triplets.
Performance of Scales/Rudiments	Perform 4 major scales by the end of sixth grade with correct key signatures (4 rudiments for drum students).
Musical selection	Perform Very Easy/Easy level of music (such as a solo, band music, duets).
Composition/Improvisation	Create a 4 measure composition using the first 5 notes of the major scale and/or improvise over a simple chord progression or song.
Proficiency of technical skills Embouchure	Demonstrate the appropriate tone and ability in the low and high range of the instrument.
Posture	Play instrument while seated or standing, with back straight and feet flat.
Hand position	Keep fingers relaxed and close to the instrument.
Breath support	Perform a 4 measure phrase in one breath.
Stick control/Technique (percussion)	Continue all techniques from 5th grade. Effectively demonstrate control of dynamics while playing (Crescendos, Decrescendos, Accents, etc.)
Tonguing/Articulation	Perform staccato, accent, tenuto, slurs with expression.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 6** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will use a variety of sound sources to create and perform music. Students will use resources to expand their musical opportunities in their community. Students will know the vocations and avocations available to them in music.
Essential Questions: What is art/music's role in society?
NYS Learning Standards for The Arts Music Standard 2 - **Knowing and Using Arts Materials and Resources** Students will use various types of instruments to create and perform music. They will use resources to expand their musical opportunities in their community.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Appropriate audience behavior	Demonstrate appropriate behavior when performing in or listening to a concert performance.
Musical settings	Discuss where they hear music in the community, and what effect that music has on the community.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 6** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
Enduring Understandings: Students will demonstrate the capacity to listen to and comment on music . They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. Students will use concepts from other disciplines to enhance their understanding of music.
Essential Questions: How does music make you feel? (How does music impact your life?)
NYS Learning Standards for The Arts Music Standard 3 - **Responding to and Analyzing Works of Art** Students will demonstrate ability to listen to and comment on music, and relate their knowledge of music to their knowledge of other areas. They will use concepts from other disciplines to enhance their understanding of music.

DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Listening skills	Listen to a composition and identify elements that they liked and disliked.
Basic musical elements	Listen to musical recordings and describe the music in terms such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.
Concert Reflections	Write about elements of their own performance that the student liked or disliked and explain their reasoning.
Social Context	Identify positive and negative elements of their own, a peer's or an ensemble's performance and then give constructive feedback about that performance.

Saugerties Central School District

Music Education 4-6 Instrumental Music Curriculum Map

Unit/Grade Level: **Instrumental Music, Grade 6** Quarter 1____ Quarter 2____ Quarter 3____ Quarter 4 ____
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DESIRED PERFORMANCE	PERFORMANCE INDICATORS
Demonstrable Knowledge:	Students will know and be able to:
Classical/Jazz/Folk song music recognition	Identify the title and composer for well known pieces of classical/jazz/folk music.
Social/Historical/Geographical setting	Identify how music reflects and impacts the society in which it is found.