

Glen Ridge Public Schools –Visual & Performing Arts Curriculum



Course Title: Beginner Instrumental Music

Subject: Visual & Performing Arts

Grade Level: 4 (or a 5th or 6th grade first year player)

Duration: One 40 minute small group lesson per six day cycle for the full year, plus one weekly 35 minute group rehearsal before school hours from January-June

Prerequisite: none

Elective or Required: Co-curricular Elective

Visual & Performing Arts Mission Statement:

The Glen Ridge Public Schools are dedicated to offering every student access to a balanced, comprehensive, cohesive, and sequential program of study in the performing arts. An education in the arts is an essential part of the academic curriculum for the achievement of both social and personal growth. Performance, as part of the core curriculum, ensures the development of imagination, expression, critiquing and performing skills, confidence and self-esteem in students. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. The performing arts contribute to the growth of students into life-long learners, by nurturing their abilities and interests, developing their diversified thinking, cultivating their multiple intelligences, and enriching their lives. An interdisciplinary approach to the performing arts ensures all students experience and understand how those arts relate to history and culture.

Course Description: Beginner instrumental music is a course where students can learn the basics of music through performance on a wind ensemble or orchestral string instrument. The primary focus for this class is on basic instrumental skill development and basic music reading skills. Students learn the fundamentals of performing as part of an ensemble in addition to small groups and solos. Literature appropriate to beginner skill level is presented. Basic tone production and technical facility are developed. Students perform in at least one concert per year.

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Beginner Instrumental Music

Topic/Unit: Music Notation

Approximate # Of Weeks: 9 weeks

Essential Questions: How do we read music? How do we connect what is written to how we play it on our instruments? How do we perform the rhythm that is notated? How are different elements of music expressed in notation? What are the mathematical relationships pertaining to rhythm?

Upon completion of this unit students will be able to:

- Identify the elements of music in response to aural prompts and printed music notational systems. (1.1.5.B.1)
- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melody and harmonic progressions, and differentiate basic structures. (1.1.5.B.2)
- Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)

Interdisciplinary Standards

- Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.
- Standard 9.1 21st-Century Life and Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- Echo clap rhythms
- Clap and play, or clap and count
- Students will be asked to notate rhythms on the whiteboard
- Games or apps involving rhythm and pitch notation
- Students write in their counts on their music
- Online sites to practice note naming skills and rhythm drills
- Use of interactive Essential Elements
- Teacher demonstration
- Use of solfege
- Melodic/notation dictation
- Learn beginner range on notes

- Learn to clap and count whole, half, quarter, dotted quarter, and eighth notes and rests
- Learn flat, sharp, and natural signs
- Play in 2/4, 3/4, or 4/4 time signatures
- Play in 1 or 2 key signatures

Enrichment Activities:

- Student Composition Project
- Fill in the measure activities in the method book

Methods of Assessments/Evaluation:

- Online quizzes
- Teacher Observation
- Error Analysis
- Self-assessment
- Performance

Resources:

- Band-Essential Elements Book 1 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 1 by Allen et al.
- Alfred's Essentials of Music Theory
- Thirty days to Rhythm by Henderson

Online Resources:

- Teacher webpage
- Google Classroom
- Google Apps for Education
- Online Interactive Part of Essential Elements Method Books
- Tenuto app
- Readrhythm app
- Rhythm Cat app
- Noteworks app
- sightreadingfactory.com
- metronomeonline.com

Topic/Unit: Instrumental Techniques

Approximate # Of Weeks: 9 weeks

Essential Questions: How does one hold the instrument properly? How does one produce a clear tone? What is the proper way to hold the instrument/the bow/the drumsticks/the mallets? How should I breathe? What do I do to care for my instrument?

Upon completion of this unit students will be able to:

- Assess the application of the elements of arts and principles of design in dance, music, theater, and visual artworks using observable, objective criteria (1.4.5.B.1)
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. (1.4.5.B.2)
- Define technical proficiency, using the elements of the arts and principles of design. (1.4.5.B.4)
- Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)

Interdisciplinary Standards

- Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.
- Standard 9.1 21st-Century Life and Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- Learn to assemble, clean and take care of the instrument
- Learn the proper way to form embouchure, stick grip, or bow hold
- Spend time practicing tone production, fingerings, stick grip, or bow techniques
- Learn basic articulations of tongue and slur
- Band-Learn to play a concert Bb scale
- Strings-Learn to play a D scale
- Percussion-Learn basic rudiments
- Be able to play simple songs from the method book alone and with peers playing the same instrument
- Play simple duets or trios

- Work out of method book 1 and on ensemble music to be performed with a larger group
- Teacher demonstrations, or echo play

Enrichment Activities:

- RAS Talent Show
- Participation in RAS Chorus
- Guest clinicians or master classes
- Technique videos on Essential Elements Interactive

Methods of Assessments/Evaluation:

- Teacher observation
- Performance by student
- Online recording/video
- Rubrics
- Self-assessment
- Error analysis

Resources:

- Band-Essential Elements Book 1 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 1 by Allen et al.
- Teacher hand-outs

Online Resources:

- Teacher webpage
- Google Classroom
- Google Apps for Education
- Online Interactive Part of Essential Elements Method Books
- Sightreader app
- Sightreadingfactory.com
- websites geared towards specific instruments
- metronomeonline.com
- Tuner apps

Topic/Unit: Ensemble Performance Skills

Approximate # Of Weeks: 9 weeks

Essential Questions: How do we play cohesively as one unit? How do we interpret what the conductor is doing in front of us? How do all the pieces fit together? What makes a musical performance? What are the expectations of an individual in an ensemble setting?

Upon completion of this unit students will be able to:

- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues (1.3.2.B.7)
- Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. (1.3.5.B.1)
- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. (1.3.5.B.4)
- Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. (1.3.8.B.2)
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context. (1.4.5.A.3)

Interdisciplinary Standards

- Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21 st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Learn to follow conductor's cues of tempo, entrances, and dynamics
- Work as a group to blend and balance different instruments in an ensemble setting
- Demonstrate an understanding of the basic elements of music through performance
- Discussion regarding specific elements of music within the piece
- Learning how to rehearse smaller sections of the piece or at different tempos

- Learn how to practice a piece of music
- Isolating sections of music that need improvement
- Use of scales and warm-ups in addition to literature
- Listening for intonation of the ensemble

Enrichment Activities:

- RAS Talent Show
- RAS Chorus

Methods of Assessments/Evaluation:

- Teacher observation
- Self-assessments
- Error analysis
- Performance
- Rubrics

Resources:

- Band-Essential Elements Book 1 by Lautzenheiser et al.
- String Orchestra-Essential Elements for Strings Book 1 by Allen et al.
- Published band or string orchestra literature ranging in levels 0.5 to 1.5 depending on the skill level of the group

Online Resources:

- Teacher webpage
- Google Classroom
- Jwpepper.com

Topic/Unit: Listen and Evaluate

Approximate # Of Weeks: 9 weeks

Essential Questions: What is this piece of music about? What was the composer's intent? What is the form of the piece? How did my performance sound? Did I perform all that was intended in the piece? What do I need to work on? What were some positive aspects of the performance?

Upon completion of this unit students will be able to:

- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. (1.4.5.B.1)
- Use evaluative tools, such as rubrics for self-assessment and to appraise the objectivity of critiques by peers. (1.4.5.B.2)
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music theatre, and visual art. (1.4.5.B.3)

Interdisciplinary Standards

- Standard 6.3 Active Citizenship in the 21 st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- Students can evaluate professional recordings of pieces and discuss the artistic merits of the piece
- Students can evaluate their own performances in lessons, either through solos, small groups, or large group ensembles.
- Students can fill out rubrics on how they thought a performance went
- Students will learn to identify and describe positive aspects of the performance and what needed improvement
- Audio clips to enhance critical listening skills needed by musicians

- Discussions about how to shape the music

Enrichment Activities:

- Essential Elements Interactive Assessment Tools
- RAS Chorus

Methods of Assessments/Evaluation:

- Rubrics
- Self-Assessment
- Projects
- Thumbs up/thumbs down

Resources:

- Band-Essential Elements Book 1 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 1 by Allen et al.

Online Resources:

- Teacher webpage
- Google Classroom
- youtube.com
- sightreadingfactory.com
- smartmusic.com