

# **Glen Ridge Public Schools –Visual & Performing Arts Curriculum**



**Course Title: Advanced Instrumental Music**

**Subject: Visual & Performing Arts**

**Grade Level: 5 & 6 (or more advanced 4th graders)**

**Duration: One 40 minute small group lesson per six day cycle, plus 1 or 2 weekly 35 minute group rehearsals before school hours for the duration of the school year**

**Prerequisite: Completion of beginner instrumental music or by audition**

**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:** This course develops and refines core concepts and fundamentals for effective instrumental performance that were introduced in beginner instrumental music. The continuation of instrumental music emphasizes concepts such as proper breathing, tone control, range development, expanding musical reading skills in pitch and rhythm, and the development of the embouchure or hand/bow positions. Students become comfortable in an ensemble setting playing literature written for young bands or string orchestras. Students continue to develop their individual skills to a higher level. Students perform in at least two concerts per year.

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# Advanced 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 extended range of notes, use of ledger lines
- Review rhythms learned in beginner instrumental to solidify rhythmic foundation

- Adding on rhythms in this order: dotted quarter eighth rhythms, single eighth notes and rests, syncopation, sixteenth notes, eighth sixteenth, sixteenth eighth patterns, possibly dotted eighth sixteenth and triplets
- Review flat, sharp, and natural signs
- Review playing in multiple time signatures such as 2/4, 3/4 , 4/4
- Introduction of 6/8 time, cut time
- Play in 3-4 key signatures
- Learn about key changes
- Learn what enharmonics are
- Learn basic transposition

**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 2 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 2 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
- sightreadingfactory.com

## **Topic/Unit: Instrumental Techniques**

**Approximate # Of Weeks: 9 weeks**

**Essential Questions:** How does one improve their tone? How do I improve my technical facility on my instrument? What are some new techniques I can learn on 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 new articulations such as staccato or accents
- Learn how to crescendo and decrescendo
- Learn a full chromatic scale with all correct fingerings
- Band-Learn to play other warm-up scales, arpeggios, or chorales
- Strings-Learn to play other warm-up scales, arpeggios, or chorales
- Percussion-Learn more advanced rudiments
- Be able to play more advanced songs from the method book alone and with peers playing the same instrument
- Play duets, trios, quartets or other chamber music
- Work out of method book 2 and on more advanced ensemble music to be performed with a larger group
- Discussion of vibrato, alternate fingerings, trills, shifting in strings, or other advanced techniques that might be mentioned in the music
- Teacher demonstrations, or echo play

**Enrichment Activities:**

- RAS Talent Show
- RAS Jazz Band
- 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 2 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 2 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

## 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:

- Sight-reading literature
- Follow more conductor cues of tempo, entrances, and dynamics
- Work as a group to blend and balance different instruments in an ensemble setting with a higher level of intricacy in the music than beginning instrumental groups
- Demonstrate mastery of the basic elements of music
- Build more emotion and fluidity to the music
- Discussion regarding specific elements of music within the piece

- Learning how to rehearse smaller sections of the piece or at different tempos
- Reiterating how to effectively 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
- Giving the ensemble music that will challenge them to achieve a higher degree of musicianship
- Having students conduct warm-ups
- Opportunities for solo/soli sections within 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 2 by Lautzenheiser et al.
- String Orchestra-Essential Elements for Strings Book 2 by Allen et al.
- Published band or string orchestra literature ranging in levels 1.0 - 2.5 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 2 by Lautzenheiser et al.
- String Orchestra-Essential Elements for String Book 2 by Allen et al.

**Online Resources:**

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