

Planned Course of Study

Middle School Instrumental Music Curriculum



**NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066**

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2020

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INTRODUCTION

The Middle School Instrumental Music curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Instrumental Music in Grades 6 - 8.

The Middle School Instrumental Music curriculum guide is the product of much diligent work on the part of the following staff members of the Task Force:

Scott Brown	Allison Kline
Shawn Fies	Lora Krum
Carol Gacesa	James Lykins

This document reflects their efforts to establish a well-defined and organized approach to teaching Instrumental Music in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
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Fine Arts Department Mission Statement - encompassing ALL arts

- “Our mission is to actively engage students’ creativity by developing higher order thinking skills through a variety of unique experiences that will promote intrinsic value.”

Northwestern Lehigh Music Philosophy

- We believe every student must have access to a balanced, comprehensive, and sequential study in music.
- We believe that a complete K-12 music program encompasses general music instruction, vocal, and instrumental performance at all levels.
- We believe that by studying and experiencing music, students acquire communication and literacy skills that are meaningful and relatable.
- We believe that the music performance process is a means to express, collaborate, read, think critically, reflect, connect to culture and history, and build self-confidence.
- We believe that learning music provides students the opportunity to acquire essential skills for creative problem solving and life-long learning.

GRADE 6 - 8 INSTRUMENTAL MUSIC

Artistic Process 1:	8.1 Creating- Generate, conceptualize, organize, and refine artistic ideas and work
“Creating” Curriculum Objectives:	• Students will improvise using whole, half, quarter, eighth, sixteenth, and dotted notes and rests, in 2/4, 3/4, 4/4, 6/8, 2/2 meters • Students will develop aural skills for recognizing melodic and rhythmic patterns. • Students will notate and perform at sight simple melodies in either treble, bass, or percussion clefs • Students will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression • Students will record musical ideas using audio equipment • Students will self-evaluate and peer evaluate the quality and effectiveness of their own performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement
National Standards Assessed:	MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding characteristics of music or texts studied in rehearsal
Materials:	Method book, Appropriate Ensemble Repertoire, Notational Materials, Audio Equipment, Instruments
Assessments:	Formal and Informal Assessment, Performance
Differentiated Instruction Strategies:	Varied pacing, hands-on experiential learning, flexible grouping, and appropriate scaffolding.
Ongoing throughout the school year	

Artistic Process 2:	8.2 Performing - Analyze, interpret, and rehearse artistic work for performance.
“Performing” Curriculum Objectives:	• Students will perform whole, half, quarter, eighth, sixteenth, and dotted notes and rests, triplets in 2/4, 3/4, 4/4, 6/8, 2/2, 5/4 meters • Students perform on an instrument accurately and independently, alone and in ensembles, with good posture, good playing position, and good breath or stick control • Students perform with technical accuracy on a wind or percussion instrument, a repertoire of instrumental literature with a level of intermediate. • Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed
National Standards Assessed:	MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. MU:Pr6.1.E.5b Demonstrate an understanding of the context of the music through prepared and improvised performances
Materials:	Method book, Appropriate Ensemble Repertoire, Notational Materials, Audio Equipment, Instruments
Assessments:	Formal and Informal Assessment, Performance
Differentiated Instruction Strategies:	Varied pacing, hands-on experiential learning, flexible grouping, and appropriate scaffolding.
Ongoing throughout the school year	

Artistic Process 3:	8.3 Responding - Perceive, analyze, interpret, and apply criteria to evaluate work.
“Responding” Curriculum Objectives:	• Students will develop criteria for evaluating the quality and effectiveness of music performances and apply the criteria in their personal listening and performing • Students will address the elements of music when responding to music • Students will learn historical information and understand its cultural relation to its background
National Standards Assessed:	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.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.
Materials:	Method book, Appropriate Ensemble Repertoire, Notational Materials, Audio Equipment, Instruments
Assessments:	Formal and Informal Assessment, Performance
Differentiated Instruction Strategies:	Varied pacing, hands-on experiential learning, flexible grouping, and appropriate scaffolding.
Ongoing throughout the school year	

Artistic Process 4:	8.4 Connecting - Apply and relate knowledge and personal experiences to perform music
“Connecting” Curriculum Objectives:	• Students will discuss personal reasons for selecting and performing musical concepts. • Students will explain how a selection of music they perform is influenced by personal interest, knowledge, purpose, and context. • Students will learn about various composers and musicians throughout history and apply this knowledge to other subjects.
National Standards Assessed:	MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn11.0.T.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Materials:	Method book, Appropriate Ensemble Repertoire, Notational Materials, Audio Equipment, Instruments
Assessments:	Formal and Informal Assessment, Performance
Differentiated Instruction Strategies:	Varied pacing, hands-on experiential learning, flexible grouping, and appropriate scaffolding.
Ongoing throughout the school year	