

GVCS Curriculum Map Instrumental Music

| Month | Standard/Learning Target | Program Materials/Resources | Vocabulary | Assessment |
|--|---|---|--|--|
| Beginner Band | Standards and performance | Activities and Resources | Unit of Study and Terms | Assessment & Demonstrate |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Intonation and tone</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Intonation and tone Quality.</p> <p>Students will: Demonstrate correct playing position/Hand position when performing on instruments Demonstrate the correct embouchure Demonstrate appropriate air Support Demonstrate appropriate Characteristic tone Demonstrate correct sticking and playing position Perform 2measure phrases in 4/4 time signature on instruments</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based os set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Rhythm</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Rhythmic Accuracy</p> <p>Students will: Verbalize and perform rhythm with accuracy at a steady tempo Define and implement steady tempo when performing Recognize the following rhythms: whole notes and rests, dotted half notes, half notes and rests, ties, eighth notes and rests</p> <p>Percussionist add: Sixteenth notes and rest, eighth and sixteenth combinations, verbalize and perform rhythms with accuracy at a steady tempo</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based os set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|---|---|---|--|--|
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Music Reading</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Music Reading Skills Students will: Identify and define the function of: staff, clef, repeats, time signatures (4/4,C,2/4,3/4), fermata, natural, flat, sharp (as applicable to the instrument) Identify pitches in the staff and corresponding fingering on the instrument</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Scales and Rudiments</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Scales and Rudiments Students will: Perform on wind and mallet percussion instruments 1 major scale from memory with accuracy Perform the following rudiments on the snare drum: single, double, and triple paradiddles, flam, flam tap, 5,9,13,17 stroke rolls</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Range of notes</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Range of notes Students will identify and play within the following pitch ranges: Flute and Oboe Clarinet Saxophone Trumpet French Horn Trombone and Baritone Tuba</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|--|---|--|--|---|
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Articulation and Dynamics</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Articulation and Dynamics Students will: Separate notes by tonguing Recognize dynamic and expressive markings (piano, Forte)</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Ensemble</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3</p> <p>Students perform music of appropriate and varied styles rated between beginning band music and NYSSMA level 1</p> | <p>Ensemble performance Conducting patterns in 2/4,3/4 , and 4/4 Perform at the tempo indicated by the conducting baton Perform dynamics by following the gestures of the conductor</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Understanding Cultural, Historical, and personal content of music works</i></p> | <p>NYS Standard 4: Understanding the cultural dimensions and contributions of the Arts</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3</p> <p>Band Literature</p> | <p>Understanding the cultural, historical, and personal Content of musical works: The Student will: Listen to and read about cultural/historical/personal information that shape the music performed Complete projects that reflect an understanding of the cultural/historical/personal forces that shape the performed musical works</p> | <p>Written Quiz/test, assess projects based on set criteria</p> |
| <p>Intermediate Band</p> | <p>Standards and performance</p> | <p>Activities and Resources</p> | <p>Unit of Study and Terms</p> | <p>Assessment & Demonstrate</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|--|---|---|--|--|
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Intonation and tone</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Intonation and tone Quality. Students will: Demonstrate correct playing position/Hand position when performing on instruments Demonstrate the correct embouchure Demonstrate appropriate air Support Demonstrate appropriate Characteristic tone Demonstrate correct sticking and playing position Perform 2measure phrases in 4/4 time signature on instruments</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Rhythm</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Rhythmic Accuracy Students will: Verbalize and perform rhythm with accuracy at a steady tempo Define and implement steady tempo when performing Define tempo terms: Andante, Moderato, Allegro, Largo, Ritardando Recognize the following rhythms: whole notes and rests, dotted half notes, half notes and rests, ties, eighth notes and rests</p> <p>Percussionist add: Sixteenth notes and rest, eighth and sixteenth combinations, eighth and sixteenth combinations 6/8 time</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|---|---|---|--|--|
| | | | Eighth and sixteenth triplets verbalize and perform rhythms with accuracy at a steady tempo | |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Music Reading</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Music Reading Skills Students will: Identify and define the function of: natural, flat, sharp, measure repeat, endings, long rests, DC al fine Identify pitches in the staff and corresponding fingering on the instrument Students will sight read at the NYSSMA Level 1</p> | <p>Checklist/rubric: graph progress and indicate improvement plan.</p> <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Scales and Rudiments</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2</p> | <p>Scales and Rudiments Students will: Perform and wind and mallet percussion instruments 2 major scale from memory with accuracy Perform the following rudiments on the snare drum: single, double, and triple paradiddles, flam, flam tap, 5,9,13,17 stroke rolls Define octaves</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Range of notes</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> | <p>Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1</p> | <p>Range of notes Students will identify and play within the following pitch ranges: Flute and Oboe Clarinet Saxophone</p> | <p>Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|---|--|---|---|---|
| | NYS Standard 3: Responding to and analyzing works of art | Alfred Drum Method 2 | Trumpet French Horn Trombone and Baritone Tuba | and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth |
| <i>Time will be in sequence as students develop</i> <i>Articulation and Dynamics</i> | NYS Standard 1: Creating, performing and participating in the Arts NYS Standard 2: Knowing and Using Arts materials and resources NYS Standard 3: Responding to and analyzing works of art | Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 | Articulation and Dynamics Students will: Separate notes by tonguing Recognize and perform dynamic and expressive markings with accuracy(piano, forte, mf, mp, cresc., decresc.) | Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth |
| <i>Time will be in sequence as students develop</i> <i>Ensemble</i> | NYS Standard 1: Creating, performing and participating in the Arts NYS Standard 2: Knowing and Using Arts materials and resources NYS Standard 3: Responding to and analyzing works of art | Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Students perform music of appropriate and varied styles rated between beginning band music and NYSSMA level 1-2 | Ensemble performance Conducting patterns in 2/4,3/4 , and 4/4 Perform at the tempo indicated by the conducting baton Perform dynamics by following the gestures of the conductor | Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth |
| <i>Time will be in sequence as students develop</i> <i>Understanding Cultural, Historical, and personal content of music works</i> | NYS Standard 4: Understanding the cultural dimensions and contributions of the Arts | Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Band Literature | Understanding the cultural, historical, and personal Content of musical works: The Student will: Listen to and read about cultural/historical/personal information that shape the music performed Complete projects that reflect an understanding of the | Written Quiz/test, assess projects based on set criteria |

GVCS Curriculum Map Instrumental Music

| | | | cultural/historical/personal forces forces that shape the performed musical works | |
|--|---|---|---|--|
| Advanced Band | | | | |
| | Standards and performance | Activities and Resources | Unit of Study and Terms | Assessment & Demonstrate |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Intonation and tone</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Solo Festival evaluations</p> <p>Informal assessments</p> <p>Standard Of Excellence 1</p> <p>Standard of Excellence 2</p> <p>Standard of Excellence 3</p> <p>Rubank Elementary</p> <p>Rubank Intermediate</p> <p>Rubank Advanced</p> <p>Alfred Drum Method 1</p> <p>Alfred Drum Method 2</p> <p>Stick Control</p> <p>Drum set method</p> | <p>Intonation and tone Quality.</p> <p>Students will:</p> <p>Demonstrate correct playing position/Hand position when performing on instruments</p> <p>Demonstrate the correct embouchure</p> <p>Demonstrate appropriate air Support</p> <p>Demonstrate appropriate Characteristic tone</p> <p>Demonstrate correct sticking and playing position</p> <p>Perform 4measure phrases in 4/4 time signature</p> <p>Tune individual instrument by ear and with a tuner</p> | <p>Students will:</p> <p>Listen critically to performance based on set criteria.</p> <p>Document assessments of performance of themselves and others based on a set of criteria</p> <p>Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Rhythm</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Solo Festival evaluations</p> <p>Informal assessments</p> <p>Standard Of Excellence 1</p> <p>Standard of Excellence 2</p> <p>Standard of Excellence 3</p> <p>Rubank Elementary</p> <p>Rubank Intermediate</p> <p>Rubank Advanced</p> <p>Alfred Drum Method 1</p> <p>Alfred Drum Method 2</p> <p>Stick Control</p> <p>Drum set method</p> | <p>Rhythmic Accuracy</p> <p>Students will:</p> <p>Verbalize and perform rhythm with accuracy at a steady tempo</p> <p>Define and implement steady tempo when performing</p> <p>Define tempo terms: Andante, Larghetto, Moaestoso, accelerando</p> <p>Recognize the following rhythms: eighth note, and rest, sixteenth notes, eighth and sixteenth combinations, triplets, syncopation</p> | <p>Students will:</p> <p>Listen critically to performance based on set criteria.</p> <p>Document assessments of performance of themselves and others based on a set of criteria</p> <p>Reflect on past work and use the findings to promote further musical growth</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|--|--|--|--|---|
| | | | Percussionist add: Cut time Verbalize and perform thymh with accuracy at a steady tempo | |
| <i>Time will be in sequence as students develop</i> <i>Music Reading</i> | NYS Standard 1: Creating, performing and participating in the Arts NYS Standard 2: Knowing and Using Arts materials and resources NYS Standard 3: Responding to and analyzing works of art | Solo Festival evaluations Informal assessments Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 Stick Control Drum set method | Music Reading Skills Students will: Identify and define the function of: cut time, enharmonics, D.C. al Coda,D.S.del segno, 3/8 and 6/8 time signatures Identify pitches in the staff and corresponding fingering on the instrument Students will sight read at the NYSSMA Level 2-3 | Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth |
| <i>Time will be in sequence as students develop</i> <i>Scales and Rudiments</i> | NYS Standard 1: Creating, performing and participating in the Arts NYS Standard 2: Knowing and Using Arts materials and resources NYS Standard 3: Responding to and analyzing works of art | Solo Festival evaluations Informal assessments Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 Stick Control Drum set method | Scales and Rudiments Students will: Perform and wind and mallet percussion instruments 5 major scale from memory with accuracy Perform and wind and mallet percussion instruments in minor mode Identify parallel major and minor mode Perform the following rudiments on the snare drum: flamadiddle,drag,dragadiddle,4 stroke ruff, sustain roll for 20 seconds | Scales rudiment quiz Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth |
| <i>Time will be in sequence as students develop</i> | NYS Standard 1: Creating, performing and participating in the Arts | Solo Festival evaluations Informal assessments Standard Of Excellence 1 | Range of notes | Add in tone assessment |

GVCS Curriculum Map Instrumental Music

| | | | | |
|--|---|--|---|--|
| <p><i>Range of notes</i></p> | <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 Stick Control Drum set method</p> | <p>Students will identify and play within the following pitch ranges:</p> <p>Flute and Oboe C4-G7 Clarinet E3-C6 Saxophone C4-D6 Trumpet A3-E5 French Horn A3 – D5 Trombone & Baritone Ab2 -D4 Tuba Ab1 -D3</p> | |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Articulation and Dynamics</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Solo Festival evaluations Informal assessments Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 Stick Control Drum set method</p> | <p>Articulation and Dynamics Students will: Define articulation Identify, define and perform largo and tenuto Define dynamics Recognize and perform dynamic and expressive markings with accuracy(ff, pp, mf, mp, cresc., decresc.) Perform expression markings in music with accuracy</p> | <p>Scales rudiment quiz Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Ensemble</i></p> | <p>NYS Standard 1: Creating, performing and participating in the Arts</p> <p>NYS Standard 2: Knowing and Using Arts materials and resources</p> <p>NYS Standard 3: Responding to and analyzing works of art</p> | <p>Solo Festival evaluations Informal assessments Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Rubank Elementary Rubank Intermediate Rubank Advanced Alfred Drum Method 1 Alfred Drum Method 2 Stick Control Drum set method</p> | <p>Ensemble performance Conducting patterns in 2/4, 3/4, 4/4 and 6/8 Perform at the tempo indicated by the conducting baton Perform dynamics by following the gestures of the conductor Define melody, accompaniment and countermelody and perform each role appropriately within the texture of the ensemble</p> | <p>Scales rudiment quiz Students will: Listen critically to performance based on set criteria. Document assessments of performance of themselves and others based on a set of criteria Reflect on past work and use the findings to promote further musical growth</p> |

GVCS Curriculum Map Instrumental Music

| | | | | |
|--|--|--|---|---|
| | | Students perform music of appropriate and varied styles rated between beginning band music and NYSSMA level 1-2 | Perform ritardando and accelerando according to the gestures of the conductor | |
| <p><i>Time will be in sequence as students develop</i></p> <p><i>Understanding Cultural, Historical, and personal content of music works</i></p> | NYS Standard 4: Understanding the cultural dimensions and contributions of the Arts | Standard Of Excellence 1 Standard of Excellence 2 Standard of Excellence 3 Band Literature Comprehensive units | Understanding the cultural, historical, and personal Content of musical works: The Student will: Listen to and read about cultural/historical/personal information that shape the music performed Complete projects that reflect an understanding of the cultural/historical/personal forces forces that shape the performed musical works | Written quiz/test assess project based learning |
| | | | | |
| | | | | |
| | | | | |