

EAST ISLIP SCHOOL DISTRICT
PERFORMING MUSIC CURRICULUM CONSENSUS MAP
Grades 4-12

Key for Addressing the NYSED Arts Standards:

<u>Performing</u> – Realizing artistic ideas and work through interpretation and presentation
<u>Creating</u> – Conceiving and developing new artistic work
<u>Responding</u> – Understanding and evaluating how the arts convey meaning
<u>Connecting</u> – Relating artistic ideas and work with personal meaning and external contexts

(B) = Band specific skill

(O) = Orchestra specific skills

Performing Music: Band and Orchestra				
Category	Attribute	Grades 4-5	Grades 6-8	Grades 9-12
Rhythm	<i>Meter</i>	2/4, 3/4, 4/4	6/8, Cut Time, Mixed Meters	Irregular Meters
	<i>Rhythmic Notation</i>	Eighth, Quarter, Half, Dotted Half, Whole, Ties	Dotted rhythms, triplets, sixteenth note variations, basic syncopation	Advanced syncopation
	<i>Counting System</i>	Introduction of numerical counting, maintaining steady beat	Subdivisions, tempo changes	Increased independence with previous concepts



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Category	Attribute	Grades 4-5	Grades 6-8	Grades 9-12
Musicianship	<i>Posture</i>	Sitting/Standing tall with correct instrument position	Same for all levels	Same for all levels
	<i>Concert Etiquette</i>	Understanding and demonstrating proper behavior during performance as a musician and audience member	Same for all levels	Same for all levels
	<i>Instrumental Care</i>	Unpacking and packing up instruments (O) – Tightening and loosening bow, Rosining bow (B) – Assembling/disassembling instrument with care, cleaning inside of instrument	Maintaining instrument valve oil, reeds, strings, rosin, etc.	Identifying potential problems with instruments and performing basic repairs



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Category	Attribute	Grades 4-5	Grades 6-8	Grades 9-12
Range & Notation	<i>Scales/Key Signatures</i>	<p>Knowledge of and performance in 3 key signatures</p> <p>Percussion ONLY: Knowledge of and performance of 6 rudiments (see NYSSMA manual)</p>	<p>Knowledge of and performance in 7 key signatures</p> <p>Percussion ONLY: Knowledge of and performance of 16 rudiments and introduction to mallets (see NYSSMA manual)</p>	<p>Knowledge of and performance in 15 key signatures</p> <p>Percussion ONLY: Knowledge of and performance of 27 rudiments and performance on mallets (see NYSSMA manual)</p>
	<i>Range</i>	<p>(O) – G, D, A strings 1st position</p> <p>(B) Able to play within range of 3 key signatures</p>	<p>(O) – All strings 1st position</p> <p>(B) Able to play within range of 7 key signatures</p>	<p>(O) – Shifting expanded upon</p> <p>(B) Able to play within range of all major key signatures</p>



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Tone	<i>Articulation</i>	(O) – Detache, Legato, Slurs (B) Tonguing, slurring	(O) – Staccato, Hooked bowing, Martele (B) Staccato, Legato	(O) – Advanced articulations (B) Accent, Marcato, Tenuto, Double tonguing
	<i>Sound Production</i>	(O) – Contact point with bridge versus fingerboard. Arm weight varies from heavy to light (B) Introduction to proper embouchure and breath support	(O) – Refinement of contact point in relation to dynamics Introduction of bow speed (B) Strengthening breath support and embouchure	(O) – Synthesis and application of previous sound production concepts (B) Advanced techniques using breath support and embouchure
	<i>Dynamics</i>	Forte, Piano, Mezzo Forte	Fortissimo, Mezzo Piano, Pianissimo, Crescendo, Decrescendo	Extended techniques



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Intonation	<i>Comprehensive of tuning</i>	(O) – Listening to open strings and matching pitch (B) Matching pitches and guided tuning through instrument set-up	(O) – Understanding function of the fine tuners, sharp, and flat (B) Independent tuning	(O) – Understanding of tuning with pegs (B) Understanding instrument pitch tendencies
	<i>Playing in tune</i>	Maintaining a steady beat	Blending in an ensemble setting	Playing reflects an understanding of instrument pitch tendencies
Integrated Theory	<i>Sight Reading</i>	Perception and performance of music according to NYSSMA Levels 1 and 2 categories	Perception and performance of music according to NYSSMA Levels 3 and 4 categories	Perception and performance of music according to NYSSMA Levels 4 and above
	<i>Form/Structure (repeats, codas, recap, etc.)</i>	Unison, rounds, two-part, repeat signs, pattern recognition	<i>Da Capo al Fine</i> , multi-part	Form recognition and independent parts
	<i>Accidentals / Enharmonic Tones</i>	None	Simple alternation of one or two notes per example	More frequent use of accidentals/enharmonic tones



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Category	Attribute	Grades 4-12
Varied Repertoire	<i>Cultural Response to Music</i>	Students listen to, respond to, and perform music from a wide range of genres in a culturally authentic manner, reflecting the diverse nature of people, groups, and cultures across the world and in the US; performances demonstrate an understanding of historical and cultural contexts and reflect stylistic tradition and practice



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MUSIC New York State Learning Standards for the Arts			
Traditional and Emerging Ensembles Strand, Novice - Advanced			
Shared by all ARTS disciplines		Discipline-Specific	
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	IMAGINE PLAN, MAKE EVALUATE, REFINE PRESENT	1.1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent. 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.
Pr Performing Realizing artistic ideas and work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	SELECT ANALYZE INTERPRET REHEARSE, EVALUATE, REFINE PRESENT	4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire. 4.2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. 4.3 Performers make interpretive decisions based on their understanding of context and intent. 5.1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 6.1 The effectiveness of a performance is based on criteria that vary across time, place, and cultures.
Re Responding Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work.	SELECT ANALYZE INTERPRET EVALUATE	7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	RELATE INTERRELATE	10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions. 11.1 Creating, performing and analyzing music deepens our knowledge of ideas, informs our understanding of cultures, and helps us envision the future.

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For detailed information pertaining to NYSED Learning Standards for the Arts [CLICK HERE](#).



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