

Beginning Instrumental Music

Performance Groups

Course #: MU 17

Course Name: Beginning Instrumental Music

Prerequisites: Placement by teacher recommendation.

Beginning Instrumental Music is a class for students with limited or no prior instrumental performance experience on one of the following instruments: flute, oboe, bassoon, clarinet, saxophone, trumpet/cornet, horn, trombone, euphonium, tuba, violin, viola, cello, and string bass. Percussionists will be expected to learn both pitched and non-pitched instruments. Basic fundamentals of music are stressed.

Grade Level: 7-9

Level of Difficulty: Beginning

of Credits: 1-2 Sem. – ½ - 1 Credit

The following Instrumental Music Performance Objectives are integrated throughout the entire course:

INSTRUMENTAL MUSIC SKILLS

Strand 1: Create

- **Concept 1:** Singing, alone and with others, music from various genres and diverse cultures.
- **Concept 2:** Playing instruments, alone and with others, music from various genres and diverse cultures.
- **Concept 3:** Improvising rhythms, melodies, variations, and accompaniments.
- **Concept 5:** Reading and notating music.

Strand 2: Relate

- **Concept 1:** Understanding the relationships among music, the arts, and other disciplines outside the arts.
- **Concept 2:** Understanding music in relation to history and culture.
- **Concept 3:** Understanding music in relation to self and universal themes.

Strand 3: Evaluate

- **Concept 1:** Listening to, analyzing, and describing music.
- **Concept 2:** Evaluating music and music performances.

The following Reading and Writing Performance Objectives may be used throughout the course:

LANGUAGE ARTS CONNECTION

Reading

S1, S2, S3 Vocabulary Acquire and use new vocabulary in relevant contexts to identify the intended meaning of unfamiliar words and identify the meaning and pronunciations of words by using a variety of reference aids.

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S1, S2, S3 Comprehension Strategies Employ strategies to comprehend music terminology using prior knowledge, text features, and reading techniques.

Writing

S3C2 Expository Expository writing includes non-fiction writing that describes, explains, informs, or summarizes the ideas and content. The writing supports a thesis based on research, observation and/or experience.

S2C3 Persuasive Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.

MATH CONNECTION

S1C1 Number Sense Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems.

S3C1 Patterns Identify patterns and apply pattern recognition to reason mathematically.

S3C4 Analysis of Change Analyze change in a variable over time and in various contexts.

HISTORY AND CULTURAL CONNECTIONS

** History and cultural connections to the music will be determined by the repertoire selected for the class by the teacher.

For example:

- *Specific historical or cultural influences on the composer.*
- *Background information of the composer or arranger.*

MU 17- Suggested Teaching Timeline					
	<i>First Semester</i>				
	August	September	October	November	December
Rhythm and Meter (Identify and Perform)	Whole, half, quarter notes and rests.	C (common time) 4/4, 3/4, 2/4	—————→	Eighth and dotted half notes and rests	—————→
Pitch and Scales (Demonstrate)	Bb, Eb, and F concert scales	—————→	Ab concert scale	—————→	C concert scale
Percussion only (Demonstrate)	Stick grip, single stroke roll, multiple bounce roll.	—————→	Flam and Flam tap	—————→	Paradiddle and timpani tuning
Music Fundamentals (Identify and label)	Staff, treble/bass clef, lines/spaces, bar lines/measures	Posture and playing position	Sharps, flats, naturals	—————→	1 st and 2 nd endings, measure repeat signs, enharmonic tones.
Dynamics (Identify and Demonstrate)	Piano Forte	—————→	Mezzo piano Mezzo forte	—————→	Crescendo Decrescendo
Articulation (Identify and Demonstrate)	Slur Tie	—————→	Staccato Legato	—————→	—————→

MU 17- Suggested Teaching Timeline					
	<i>Second Semester</i>				
	January	February	March	April	May
Rhythm and Meter (Identify and Perform)	Dotted quarter notes and rests	Multiple measure rests	—————→	Cut time	—————→
Pitch and Scales (Demonstrate)	—————→	—————→	Bb chromatic scale	—————→	—————→
Percussion only (Demonstrate)	—————→	—————→	5-, 7-, and 9- stroke rolls	—————→	—————→
Music Fundamentals (Identify and label)	—————→	—————→	Andante Allegro Largo	Moderato Maestoso Adagio	—————→
Dynamics (Identify and Demonstrate)	—————→	—————→			—————→
Articulation (Identify and Demonstrate)	Accents	—————→			—————→

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 102 Demonstrating proper care and maintenance of their instrument.</p>	<p>PO 101 Properly assembling and identifying the various parts of their instruments.</p>	<p>Vocabulary unique to each instrument</p>	
<p>S1C1-PO 101 Singing their own instrumental parts within an ensemble.</p>	<p>PO 102 Singing their own instrumental parts (in tune) with appropriate articulation, phrasing and dynamics.</p> <p>PO 103 Singing rhythmic patterns of different meters.</p> <p>PO 104 Singing their own instrumental parts with good posture and with proper breath support.</p>	<ul style="list-style-type: none"> • Articulation • Phrasing • Dynamics • Meter • Rhythm • Posture • Support 	<p>Suggested Method Books:</p> <ul style="list-style-type: none"> • Standards of Excellence • Accent on Achievement • Essential Elements 2000 • Do It! • Mesa Public Schools Starter Packet • Mesa Public Schools Learning Packets
<p>S1C2-PO 116 Playing together as an ensemble (e.g., tempo and balance).</p>	<p>PO 103 Playing solo and ensemble literature on grade level .5-1.5 on a scale of 1-6.</p> <p>PO 109 Playing exercise from memory at appropriate level.</p> <p>PO 110 Playing notated music at grade level .5-1.5 on a scale of 1-6.</p>	<ul style="list-style-type: none"> • Expressive • Genre • Interval • Melody 	

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 116 (cont.)</p>	<p>PO 113 Playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk).</p> <p>PO 115 Playing independent parts while others play contrasting parts within an ensemble at grade level .5-1.5 on a scale of 1-6.</p> <p>PO 117 Playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.</p> <p>PO 118 Moving in a synchronized manner with music (e.g., hand clapping, foot tapping, marching).</p>		
<p>S1C2-PO 108 Playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.</p>	<p>PO 104 Identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.</p>	<ul style="list-style-type: none"> • Major Scale • Octave • Music symbols • Embouchure • Tone • Intonation 	

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Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S1C2-PO 108 (cont.)</p>	<p>PO 105 Playing the Concert Bb, F, and Eb major scales one octave on wind and mallet percussion instruments.</p> <p>PO 106 Identifying and playing articulations and symbols as they occur in the repertoire.</p> <p>PO 107 Demonstrating the basic embouchure, posture, and hand/stick/mallet position appropriate for characteristic tone production on their instrument.</p> <p>PO 111 Playing repertoire accurately and with good breath control, tone quality, and technique at grade level .5-1.5 on a scale of 1-6.</p> <p>PO 114 Responding to basic conductor's cues (e.g., tempo and dynamics).</p> <p>PO 119 Additionally for percussionists: playing the appropriate percussion rudiments (e.g., long, 5-stroke, 7-stroke rolls, paradiddles, flams).</p>		

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<p>S1C3-PO 101 Playing improvised melodies for a minimum of 4 measures within teacher specified guidelines (e.g., using a limited pitch set).</p>	<p>PO 102 Playing improvised melodic and rhythmic accompaniments for a minimum of 4 measures within teacher specified guidelines.</p>		<p>S1C3-PO 101, 102 May be used as enrichment activities.</p>
<p>S1C5-PO 108 Describing and playing simple musical forms as encountered in the repertoire.</p>	<p>PO 101 Identifying the key of their instrument in relation to concert pitch.</p> <p>PO104 Playing expressively, on pitch and in rhythm, dynamic, phrasing, tempo markings, encountered in the repertoire.</p> <p>PO 106 Identifying steps, skips, and repeated notes encountered in the repertoire.</p> <p>PO 107 Explaining the function of the key signatures and accidentals.</p>	<ul style="list-style-type: none"> • Key Signature • Concert pitch • Accidentals 	
<p>S1C5-PO 103 Explaining and applying the terms encountered in the repertoire.</p>	<p>PO 102 Explaining the function of the following time signatures: 4/4, 3/4, and 2/4.</p>	<ul style="list-style-type: none"> • Time Signature 	<p><i>Enrichment:</i> 6/8 and cut time</p>

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Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S1C5-PO 103 (cont.)	PO 105 Using appropriate terminology to describe and explain music encountered in the repertoire.		
S2C1-PO 105 Recognizing the connections between music and other content areas as encountered in the repertoire.	PO 101 Recognizing the relationship between music and various functions/events (e.g., specific to content area). PO 103 Recognizing composers' motivations for creating the music being performed by the students. PO 104 Recognizing and applying the relationship between rhythm and mathematics as it occurs in the repertoire.	<ul style="list-style-type: none"> • Repertoire • Relationship 	
S2C1-PO 107 Describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings).	PO 108 Analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.	<ul style="list-style-type: none"> • Analyze 	

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Students will demonstrate proficiency by:			
Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
<p>S2C2-PO 102 Identifying the roles and impact music plays in their lives and the lives of others.</p>	<p>PO 107 Identifying the musical characteristics that make a piece of music appropriate for a specific event or function.</p>		
<p>S2C3-PO 103 Playing/singing a varied repertoire of music utilizing appropriate stylistic elements reflective of history and culture.</p>	<p>PO 101 Investigating the origins and development of instrumental/vocal music.</p> <p>PO 102 Identifying and comparing a varied repertoire of music from diverse genres and musical styles.</p> <p>PO 104 Identifying and explaining music preferences (I like it because.....)</p>	<ul style="list-style-type: none"> • Origins • Reflective • Evaluate • Describe 	
<p>S3C1-PO 112 Listening to musical examples with sustained attention.</p>	<p>PO 103 Identifying the sounds of the instruments/voices specific to their ensemble.</p> <p>PO 104 Identifying instruments/voices by family/voice type.</p>	<ul style="list-style-type: none"> • Harmony • Texture 	

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Priority Performance Objective	Linking Performance Objective	Vocabulary	Notes/Resources
S3C1-PO 112 (cont.)	<p>PO 109 Identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.</p> <p>PO 110 Identifying whether an instrument/voice is in tune by listening to a pitch reference.</p>		
S3C1- PO 101 Listening to music from various cultures and genres.	<p>PO 102 Identifying the musical characteristics that make a piece of music appropriate for a specific event.</p> <p>PO 107 Identifying the elements of music in the repertoire.</p> <p>PO 111 Identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.</p>	<ul style="list-style-type: none"> • Musical characteristics • Elements • Vibrato 	
S3C1- PO 106 Using appropriate terminology to describe and explain music.		Terminology unique to repertoire selected by the teacher.	

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<p>S3C2- PO 102 Using teacher specified criteria to evaluate a musical performance.</p>	<p>PO 101 Identifying the characteristics that evoke a temperament or mood in a piece of music.</p> <p>PO 103 Showing respect for personal work and the work of others through appropriate critique.</p> <p>PO 104 Evaluating the effect of audience and performers' behavior on the performance.</p> <p>PO 105 Reflecting on the experience(s) of their performance and the performance of others.</p>		