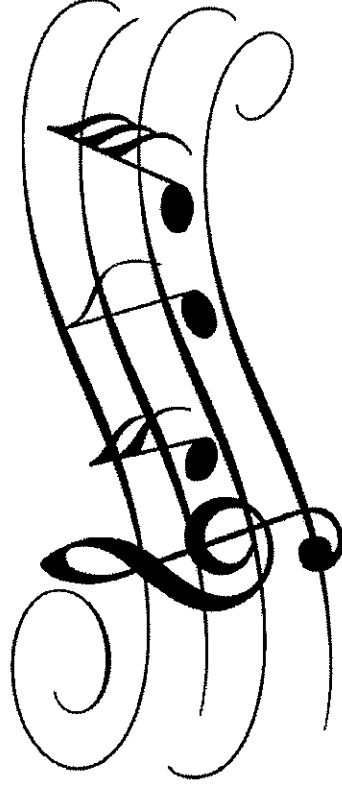


Secaucus
Board of
Education

Instrumental Music (6-8)

Course Codes: 8610, 8710, & 8810

Music Department



Born on January 2017

Aligned to the NJSLs for Visual and Performing Arts (2014)

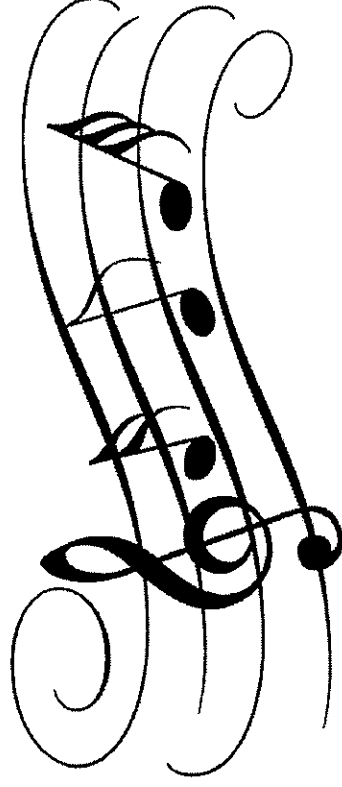
Adopted by the Secaucus Board of Education on: January 19, 2017

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District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016.

Course Description

Lessons

All 6th, 7th and 8th grade members of the Secaucus Middle School Instrumental Music Department will be scheduled for a group, instrumental music lesson. Because instrumental music groups will remain as small as possible, the lesson instructor will be able to focus on both broad and detailed aspects of music education. The smaller, group setting allows for more individualized, skill-oriented instruction.

Group lessons will be the same day and time each week. Students will be excused from their regularly scheduled class to attend one lesson per week. Because of the rotating nature of the middle school “rotate and drop” schedule, students will be excused from a *different* class each week to attend their lesson.

Lesson Policy

- Every Secaucus Middle School Band member will attend one instrumental music lesson per week
- If a conflict arises that prohibits attending a scheduled lesson, the student will be responsible for
 - Alerting the group lesson instructor of conflict as soon as possible
 - Attending a “makeup” lesson at a better time
- Academic and special-area teachers may request that students remain in their scheduled class, rather than attending the group music lesson. This may happen due to an important lesson, review or test. If this conflict occurs, the student is asked to request communication between the group music teacher and academic or special area teacher. A phone call, note, text, or email, is acceptable.

Concert Band

The Secaucus Middle School has two Concert Bands; one for 6th grade musicians, and one for 7th and 8th grade musicians. Participation in these bands is mandatory for all 6th, 7th, and 8th grade students who are scheduled for Middle School Band. These bands represent the large performing instrumental music ensembles available to all middle school students. While most band members have already had experience playing an instrument in elementary school, the 6th grade band is also open to students with little or no instrumental experience.

Concert band members will experience practicing and performing repertoire that is exciting, challenging and fun. Learning this music and preparing it for public performance will strengthen important musical fundamentals and prepare the students for future experiences in instrumental music.

Both bands rehearse twice a week in the cafeteria from 2:30 to 3:15 on scheduled week days.

These bands perform in the Winter and Spring Concerts and may be scheduled for other public performances throughout the year.

Interdisciplinary Connections

- Students will understand relationships between music, the other arts, and disciplines outside the arts.
- Students will be able to identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
- Compare ways in which the subject matter of other disciplines is interrelated with those of music.
- Discuss the role of technology in creating, producing, and listening to music.

Pacing/Timing

The concepts set forth in this curriculum – rhythm, articulation, technical development, tone production, music theory, listening and analysis, musical expression, and care and maintenance of equipment – are designed to be taught simultaneously throughout the school year. The depth and complexity of those concepts builds throughout the Fifth Grade Band experience and continues into middle school and high school. By the end of fifth grade, students are expected to remember and understand these concepts.

In later grades, students continue to address these concepts in ways that engage them and allows them to experiment and scrutinize how these concepts are evident in different styles of music. Extensive performance opportunities are provided to students as they progress through the 5 – 12 band program.

The concepts are taught simultaneously because of the way they are intertwined in order to create music. *In a musical setting, each concept is dependent on the others.* For example, rhythmic performance is wholly dependent on proper articulation, which, in turn, is dependent on proper breath control and tone production. Varied repertoire provides students with the opportunity to work with many different types and styles of music, thus allowing them to be exposed to different expressive qualities, technical demands, etc. Students also must maintain their instrument in proper playing condition in order to properly execute these skills.

Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Concept:	Rhythm
Timing:	Ongoing
Standards:	<i>NJSLS for Visual and Performing Arts</i> 1.1.5 1.2.5 1.3.5 1.4.5
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • Why is rhythm important in music? • Are we born with internal pulse or is it developed? • Why does syncopation create excitement? • How can musicians perform rhythmic patterns accurately without a metronome? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop a strong rhythmic vocabulary which is essential for musical development. • Understand that syncopation requires one to subdivide the beat. • Use a metronome which helps to establish internal and external pulse and an understanding of rhythmic patterns.
Skills/Objectives:	Assessments:
<p>By the end of 8th grade, students will be able to:</p> <ul style="list-style-type: none"> • Identify and perform the following rests and corresponding notes: whole, dotted half, half, dotted quarter, quarter, dotted eighth, eighth, sixteenth, quarter and 	<ul style="list-style-type: none"> • Director will “spot rehearse” concepts during practice sessions. • Adjustments and suggestions will be made to improve upon given concept. • Student will be expected to practice concepts being mindful of director’s suggestions
	Knowledge:
	<p>By the end of 8th grade, the students will know:</p> <ul style="list-style-type: none"> • Rhythmic notation • Pulse. • The concept of subdivision. • Various counting systems.
	Materials/Resources:
	<p><u>Student Materials</u></p> <ul style="list-style-type: none"> • Instrument • Folder with music-reading materials, • pencil. <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> • Demonstration instruments, • Keyboard and amp,

<p>eighth note triplets, and tied notes.</p> <ul style="list-style-type: none"> ● Execute an external steady beat while developing an internal steady beat. ● Students will understand how to use a metronome to enhance their practice sessions. ● Understand and be able to demonstrate the concept of subdivision. ● Understand and implement the traditional numerical counting system to aid in rhythmic comprehension. ● Students may also be introduced to non-traditional counting systems. ● Identify, analyze, and perform syncopation in lesson material and band music. 	<ul style="list-style-type: none"> ● Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance.. 	<ul style="list-style-type: none"> ● Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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Concept:	Articulation
Timing:	Ongoing
Standards:	<p><i>NJSLS for Visual and Performing Arts</i></p> <p>1.1.2.B.2 1.1.2.B.3 1.1.2.B.4 1.3.2.B.2 1.3.2.B.3 1.3.2.B.4 1.3.2.B.7</p>
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Is articulation necessary? ● Is music articulation and spoken language related? ● How does articulation affect tone quality and pitch? ● How do different articulations affect musical style? ● How are notes stopped? 	<ul style="list-style-type: none"> ● Articulation is the beginning of all tone production. ● Articulation impacts many elements of music. ● Proper articulation dictates proper execution of musical style. ● The tongue starts notes but does not release them.
Skills/Objectives:	Assessments:
By the end of 8th grade, students will be	Knowledge:
	<ul style="list-style-type: none"> ● By the end of 8th grade, the students will know: <ul style="list-style-type: none"> ● Tonguing technique. ● Various articulation styles. ● Correct striking motion and grip for percussion instruments. ● Correct technique for releasing notes.
	Materials/Resources:

<p>able to:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to consistently use their tongue in a proper striking motion and to begin to develop the ability to tongue at various speeds. ● Demonstrate the concept of “Breath-Pressure-Articulation” ● Verbalize, define, identify, and perform the following articulation styles: <ul style="list-style-type: none"> ○ accents ○ slurs ○ staccato ○ Legato ○ Marcato ○ Tenuto. ● Execute the proper release method for various styles of Music. 	<ul style="list-style-type: none"> ● Director will “spot rehearse” concepts during practice sessions. ● Adjustments and suggestions will be made to improve upon given concept. ● Student will be expected to practice concepts being mindful of director’s suggestions ● Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. 	<p><u>Student Materials</u></p> <ul style="list-style-type: none"> ● Instrument ● Folder with music-reading materials, ● pencil. <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> ● Demonstration instruments, ● Keyboard and amp, ● Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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Concept:	Technical Development	
Timing:	Ongoing	
Standards:	<i>NJSLS for Visual and Performing Arts</i> 1.1.5 1.2.5 1.3.5 1.4.5	
Essential Questions:	Enduring Understandings:	Knowledge:
<ul style="list-style-type: none"> ● Is technical development necessary to perform a musical composition? ● Are there different types of scales and rudiments? ● How does improved technique increase performance options? ● What are some ways I can improve when I practice? 	<ul style="list-style-type: none"> ● Technical proficiency is an essential element of musical performance. ● Scales and rudiments are basic fundamentals of good technique. ● Developing technique opens up many musical opportunities. ● Repetition while practicing is a successful practice method. 	<ul style="list-style-type: none"> ● By the end of 8th grade, the students will know: ● Correct fingerings, slide positions, sticking, and auxiliary percussion technique. ● An instrument specific warm-up routine. ● Scales and scale based exercises.
Skills/Objectives:	Assessments:	Materials/Resources:

<p>By the end of 8th grade, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to execute proper fingerings, slide positions, stickings, and auxiliary percussion technique. • Execute teacher directed warm-up routine and eventually transition to independent warm-up. • Perform • (6th Grade Students) – Concert Bb, Eb, F major scales, concert Bb chromatic scales. Introduction of scale in thirds and arpeggios. • (7th Grade Students) – Concert Bb, Eb, F, and Ab major scales, thirds, and arpeggios. Concert Bb chromatic scale. • (8th Grade Students) – Concert Bb, Eb, F, Ab, Db, and C major scales, thirds, and arpeggios. Concert Bb chromatic scale. • (Woodwind) – Perform extended range exercises; • demonstrate knowledge of alternate fingerings; • demonstrate knowledge of trill fingerings. • (Brass) – Utilize mouthpiece buzzing; perform lip slurs; 	<ul style="list-style-type: none"> • Director will “spot rehearse” concepts during practice sessions. • Adjustments and suggestions will be made to improve upon given concept. • Student will be expected to practice concepts being mindful of director’s suggestions • Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. 	<p><u>Student Materials</u></p> <ul style="list-style-type: none"> • Instrument • Folder with music-reading materials, • pencil. <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> • Demonstration instruments, • Keyboard and amp, • Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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<ul style="list-style-type: none">● execute extended range exercises● demonstrate third valve slide technique (trumpet specific).● (Percussion) – Perform standard snare drum rudiments,● execute timpani tuning and stick technique● demonstrate basic keyboard percussion proficiency		
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Concept:	Tone Production	
Timing:	Ongoing	
Standards:	<p><i>NJSLS for Visual and Performing Arts</i></p> <p>1.1.5 1.2.5 1.3.5 1.4.5</p>	
Essential Questions:	Enduring Understandings:	Knowledge:
<ul style="list-style-type: none"> • What qualities of excellent tone stand out? • What constitutes a desirable tone quality? • How does an individual sound affect the ensemble sound? 	<ul style="list-style-type: none"> • Velocity of airstream affects the player's tone quality. • Tone production is a lifelong pursuit. • Refined individual tone quality positively impacts ensemble sonority. 	<ul style="list-style-type: none"> • By the end of 8th grade, the students will know: • Proper breathing technique. • Embouchure. • Tone quality.
Skills/Objectives:	Assessments:	Materials/Resources:
<p>By the end of 8th grade, students will be able to:</p> <ul style="list-style-type: none"> • Understand that using proper breathing technique leads to a 	<ul style="list-style-type: none"> • Director will "spot rehearse" concepts during practice sessions. 	<p><u>Student Materials</u></p> <ul style="list-style-type: none"> • Instrument • Folder with music-reading materials, • pencil.

<p>desirable tone.</p> <ul style="list-style-type: none"> • Execute proper diaphragmatic breathing technique at all times. • Breathe while staying connected to the mouthpiece. • Understand and employ the technique of “Breath- Pressure-Articulate.” • Understand and demonstrate the concept of “Breath Support,” where the stomach muscles stay firm from the initial inhalation all the way to the end of the phrase. • Demonstrate proper embouchure. 	<ul style="list-style-type: none"> • Adjustments and suggestions will be made to improve upon given concept. • Student will be expected to practice concepts being mindful of director’s suggestions • Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> • Demonstration instruments, • Keyboard and amp, • Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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Concept:	Music Theory
Timing:	Ongoing
Standards:	<i>NJSLS for Visual and Performing Arts</i> 1.1.5 1.2.5 1.3.5 1.4.5
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> ● Is an understanding of music theory necessary for understanding music? ● What are some ways that music creates different responses in the listener and performer? ● Does music require structure? 	<ul style="list-style-type: none"> ● The science and math of music is found in the study of theory. ● The principle of Tension and Release are realized harmonically in the Dominant / Tonic axis. ● The knowledge of the structure of music contributes to a higher level of musicianship.
Skills/Objectives:	Assessments:
<p>By the end of 8th grade, students will be able to :</p> <ul style="list-style-type: none"> ● Identify and perform music in the 	<ul style="list-style-type: none"> ● Director will “spot rehearse” concepts during practice sessions.
	Materials/Resources:
	<u>Student Materials</u> <ul style="list-style-type: none"> ● Instrument ● Folder with music-reading

<p>following time signatures: 4/4, 3/4, 2/4, 2/2 (cut time), and have exposure to compound meter.</p> <ul style="list-style-type: none"> Identify and apply the following concepts: natural, sharp, and flat signs; repeat signs; first and second endings; one-measure repeat signs; pick-up notes; fermatas; key changes; tempo markings; stylistic indications; accidentals; carry-over accidentals; D.C. / D.S. al Fine / al Coda; changes in tempi – Ritardando, Rallentando, and Accelerando 	<ul style="list-style-type: none"> Adjustments and suggestions will be made to improve upon given concept. Student will be expected to practice concepts being mindful of director's suggestions Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. 	<p>materials, pencil.</p> <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> Demonstration instruments, Keyboard and amp, Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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Concept:	Listening and Analysis	
Timing:	Ongoing	
Standards:	<p><i>NJSLS for Visual and Performing Arts</i></p> <p>1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2</p>	
Essential Questions:	Enduring Understandings:	Knowledge:
<ul style="list-style-type: none"> ● What should I be listening for when I listen to a recording of myself playing? ● Does exposure to recordings in mixed meter enhance a student's ability to play in mixed meter? ● What should I be listening for while I am playing? <p>Skills/Objectives:</p> <p>By the end of 8th grade, students will be able to:</p> <ul style="list-style-type: none"> ● Listen for and apply characteristically dark, warm tone. ● Adjust their tone, first through teacher guidance and later independently, to meet 	<ul style="list-style-type: none"> ● Listening and self-evaluation are necessary in the development of musicianship. ● Listening to and analyzing music can assist in the performance of music. ● Strong aural skills are a building block of musicality. <p>Assessments:</p> <ul style="list-style-type: none"> ● Director will "spot rehearse" concepts during practice sessions. ● Adjustments and suggestions will be made to improve upon given concept. 	<p>By the end of 8th grade, the students will know:</p> <ul style="list-style-type: none"> ● Individual listening skills. ● Listening skills within an ensemble. ● How to utilize recordings to develop their skills. <p>Materials/Resources:</p> <p><u>Student Materials</u></p> <ul style="list-style-type: none"> ● Instrument ● Folder with music-reading materials, ● pencil.

<p>the level of expectation.</p> <ul style="list-style-type: none"> ● Create a characteristically dark, warm tone both within their instrument section and within the ensemble. ● Blend with others within their section to create a unified sound. Their section will blend with the ensemble to achieve the proper ensemble tone as per the director's expectation. ● Listen as an individual and as a section of the ensemble to create the proper balance - listening down to the lower voices. ● Take personal responsibility for intonation; first within their section, and then within the ensemble. ● Listen for uniform articulation and style; first within their section, and then within the ensemble. ● Listen to professional recordings to develop a concept of individual and ensemble tone. ● Produce personal recordings, and analyze them for progress and proficiency. ● Analyze recordings of ensemble rehearsals to gauge progress and proficiency. 	<ul style="list-style-type: none"> ● Student will be expected to practice concepts being mindful of director's suggestions ● Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. 	<p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> ● Demonstration instruments, ● Keyboard and amp, ● Technology such as Promethean Board, Hover Cam, CD and Ipod players.
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<p>Concept:</p> <p>Timing:</p> <p>Standards:</p>	<p>Care and Maintenance of Equipment</p> <p>Ongoing</p> <p><i>NJSLS for Visual and Performing Arts</i></p> <p>1.2.2.A.1 1.2.2.A.2 1.4.2.A.1 1.4.2.A.2</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Do the materials instruments are made of impact cleaning procedures and schedules? • What is that stuff on the inside of my instrument? • How does cleaning my instrument affect the way it plays? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Proper care and maintenance of an instrument is necessary for its longevity. • A wind instrument that is not kept clean can be unhealthy. • A dirty instrument can lead to performance problems. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • By the end of 8th grade, the students will know: • The proper tools and cleaners to use while cleaning the instrument. • The necessary performance accessories specific to each instrument. • The appropriate ways to tune their instrument. • Repair of instruments.

Skills/Objectives:	Assessments:	Materials/Resources:
<p>By the end of 8th grade, students will be able to:</p> <ul style="list-style-type: none"> ● Analyze the different tools and cleaners for cleaning their own instruments. ● Evaluate the need for the accessories for the instrument that will be used in performances. ● Evaluate the need for tuning one's instrument. ● Diagnose minor repair problems with or without the aid of the teacher. ● Repair the minor problems with the guidance of the teacher. 	<ul style="list-style-type: none"> ● Director will "spot rehearse" concepts during practice sessions. ● Adjustments and suggestions will be made to improve upon given concept. ● Student will be expected to practice concepts being mindful of director's suggestions ● Various playing assessments will, be given throughout the year. Rubrics will be used to assess performance. ● Director will hold instrument inspections once a month to ensure proper care and maintenance. 	<p><u>Student Materials</u></p> <ul style="list-style-type: none"> ● Instrument ● Folder with music-reading materials, ● pencil. <p><u>Teacher Materials</u></p> <ul style="list-style-type: none"> ● Demonstration instruments, ● Keyboard and amp, ● Technology such as Promethean Board, Hover Cam, CD and Ipod players ● All cleaning products appropriate to instrument being taught. .

