



DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts: Instrumental Music

Curriculum Guide

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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

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ENDURING UNDERSTANDINGS

ESSENTIAL QUESTIONS

<ul style="list-style-type: none"> ● Participation in a musical performance can help build self esteem, confidence and respect for other performers. ● Reading and notating music are essential to music literacy. ● Playing an instrument provides people with the means of learning musical and developmental skills. ● The performance techniques utilized can affect the sound and the overall aesthetic experience for both performer and listener. 	<ul style="list-style-type: none"> ● How are sounds created and changed? ● How do I manipulate my instrument to create music accurately and efficiently? ● Does how I play an instrument change a piece of music? ● How do I create music with others?
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MISSION STATEMENT

The Denville School District’s mission is to engage, challenge, and empower life-long learners in an atmosphere of mutual respect and trust, where all students have the opportunity to become productive, knowledgeable, and responsible citizens in a global society. They will achieve these goals in accordance with the New Jersey Core Curriculum Content Standards.

This guide is to provide focus for the learning that will take place in this course, but is completely modifiable based upon the needs and abilities of the students and their Individual Education Plans. Curriculum implementation follows best practice and adheres to the New Jersey Core Content Standards. At the same time, for students with disabilities, the Individual Education Plan, specifically the Goals and Objectives of the plan, supersede any curricular adherence or suggestion.

DEPARTMENT VISION

The instrumental program in the Denville Township Schools is designed to allow each student to progress as a musician and achieve musical independence for their future musical endeavors. Students build upon previously learned concepts and knowledge from the elementary vocal music program. It is the common goal of each school band director to support student development with self-confidence, discipline, team work, and an appreciation and love for music.

21ST CENTURY THEMES & SKILLS

Embedded in much of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Orientation

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● instrument assembly. ● instrument parts. ● proper instrument care. ● proper posture: including sitting tall, wrist and fingers in the correct positions, feet planted on the floor, sitting away from the back of the chair. ● embouchure is the formation of your mouth on an instrument mouthpiece and will yield a consistent, desired note/pitch from a given instrument. ● when playing a wind instrument, the player must breathe from mouth not nose. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● assemble an instrument: <ul style="list-style-type: none"> ▪ opening/closing instrument case correctly. ▪ names of the parts of the instrument. ▪ care/cleaning of an instrument. ▪ reed instruments: care for reeds. ▪ percussion instruments: proper grip and playing position for snare drum and mallet percussion. ● demonstrate proper posture. ● demonstrate embouchure. 	<p>1.1.5.B.1 1.1.5.B.2</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
embouchure	<u>Standard of Excellence</u> Book 1pp 2-3	<u>Formative</u> Visual Observation <u>Summative</u> Demonstration

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Basic Notations

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● proper breathing technique. ● proper posture. ● proper embouchure. 	<p>Students will be able to:</p> <p>Winds & Percussion</p> <ul style="list-style-type: none"> ● identify and define the musical symbols: staff, clef sign, measure, bar line, double bar line <p>Percussion</p> <ul style="list-style-type: none"> ● perform quarter notes and quarter rests <p>Winds</p> <ul style="list-style-type: none"> ● whole notes and whole rests 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

<p>treble clef time signature bass clef whole note quarter note whole rest whole note percussion clef quarter rest sticking bar line</p>	<p><u>Standard of Excellence</u> Book 1 pg 6</p>	<p><u>Formative</u> Visual Observation Auditory Observation</p> <p><u>Summative</u> Individual Performance Demonstration</p>
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Breath Marks & Half Notes

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> proper breathing, posture, and embouchure. <p>Percussion</p> <ul style="list-style-type: none"> recognize accents in music <p>Winds</p> <ul style="list-style-type: none"> the counts when playing half notes and half rest in 4/4 time proper breathing, posture, and embouchure. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> play two different pitches in succession, breathing at the breath mark. <p>Percussion</p> <ul style="list-style-type: none"> identify and define an accent play an accent <p>Winds</p> <ul style="list-style-type: none"> identify and define half notes and half rests. count and play half notes and half rests in 4/4 time. perform and define duet 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
half note half rest accent breath mark duet	<u>Standard of Excellence</u> Book 1 pg 7	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Quarter Notes & Phrasing

Time Frame: 90 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● proper breathing. ● proper posture. ● proper embouchure. ● quarter notes and quarter rests. ● paradiddle ● the term musical phrase 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define a musical phrase. <p>Percussion</p> <ul style="list-style-type: none"> ● play single paradiddle. <p>Winds</p> <ul style="list-style-type: none"> ● identify and play quarter notes and quarter rests. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
quarter note quarter rest phrase paradiddle	<u>Standard of Excellence</u> Book 1 pg 8	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Musical Terms & Symbols

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● repeat sign. ● common time. ● fermata. ● multiple bounce stroke. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define and play a repeat sign. ● identify “C” (common time). ● define and play fermata. <p>Percussion</p> <ul style="list-style-type: none"> ● define a “Fjord” (as used in #27). ● define and play a multiple bounce stroke. ● define solo, soli, and tutti. ● compose two measures of a composition. 	1.1.5.B.1 1.1.5.B.2 1.2.5.A.3 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
“C” common time fermata repeat sign multiple bounce stroke solo soli tutti Fjord composer	<u>Standard of Excellence</u> Book 1 pg 9	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Basic Notation & Tie

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> ● proper breathing. ● Proper posture. ● Proper embouchure. ● Elements of a duet. ● The structure of a tie. 	Students will be able to: <ul style="list-style-type: none"> ● Identify and play a tie. ● Perform in a new time signature 2/4. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
time time signature = 2/4 duet	<u>Standard of Excellence</u> Book 1 pg 10	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Key Signature

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● flam. ● sharp. ● Bb concert. ● a round. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define key signature. ● identify and play in Bb concert. ● identify and play a round. <p>Percussion</p> <ul style="list-style-type: none"> ● identify and play a flam <p>Eb Instruments</p>	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

	<ul style="list-style-type: none"> identify and play a sharp 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
flam sharp key signature round	<u>Standard of Excellence</u> Book 1 pg 11	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Chord Building & Percussion Rudiments

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> skills and concepts previously introduced. proper posture, embouchure, and breathing. Percussion <ul style="list-style-type: none"> flam tap technique. 	Students will be able to: Percussion <ul style="list-style-type: none"> introduce, identify, and perform flam tap. identify a one measure repeat sign. Winds & Percussion <ul style="list-style-type: none"> define divisi and unison. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
one measure repeat % flam tap divisi unison	<u>Standard of Excellence</u> Book 1 pg 12	<u>Formative</u> Visual Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Eighth Notes

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> ● the use of breath marks. ● distinction between eighth notes on beats 1,2,3,4. 	Students will be able to: <ul style="list-style-type: none"> ● identify, count, and play eighth notes ● in the time signature, insert bar lines. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

	*When students reach p14 in the lesson book, they are invited to perform with the school's "silver" (beginner) band.	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
eighth notes bar lines	<u>Standard of Excellence</u> Book 1 pp 13-14	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Slurs

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> the technique to perform a pick up note. the technique to play a slur. skills and concepts previously introduced. 	Students will be able to: <ul style="list-style-type: none"> identify, define, and play a pick up note. identify, define, and play a slur. compose missing notes to #60 "Star Search". perform a round. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4

	<ul style="list-style-type: none"> read, review, and practice performance music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
pick up note slur round	<u>Standard of Excellence</u> Book 1 pg 15	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: ‘Concert Bb’

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> the application of previously learned skills and concepts to a performance piece. 	Students will be able to: <ul style="list-style-type: none"> read, review, and practice performance music for upcoming concert. Bb Instruments	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

	<ul style="list-style-type: none"> identify and play a flat. <p>Winds & Mallets</p> <ul style="list-style-type: none"> play a concert piece. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
flat Eb Concert	<u>Standard of Excellence</u> Book 1 pg 16	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Triple Meter & Dynamics

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> the structure of a round. proper breathing, posture, embouchure. dotted half notes and dynamics. 	Students will be able to: <ul style="list-style-type: none"> identify, define, and play forte (f) and piano (p). identify, count, and play dotted half note (d.) perform in the time signature $\frac{3}{4}$ 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1

	<ul style="list-style-type: none"> ● define dynamics. ● read, review, and practice music for upcoming concert. 	1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
forte piano dotted half note $\frac{3}{4}$ round dynamics	<u>Standard of Excellence</u> Book 1 pg 17	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Naturals

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> ● skills and concepts previously introduced to be incorporated into a performance piece. 	Students will be able to: <ul style="list-style-type: none"> ● identify and play a natural. 	1.1.5.B.1 1.1.5.B.2

	<ul style="list-style-type: none"> • read, review, and practice music for upcoming concert. <p>Percussion</p> <ul style="list-style-type: none"> • identify and play a flam accent. • identify and play single eighth note, eighth rest. 	1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
natural flam accent single eighth note single eighth rest	<u>Standard of Excellence</u> Book 1 pg 18	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Musical Terms & Symbols

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> • the difference between 1st and 2nd endings. 	Students will be able to: <ul style="list-style-type: none"> • identify, define, and play 1st and 2nd endings. 	1.1.5.B.1

<ul style="list-style-type: none"> Winds: accents. skills and concepts previously introduced to be incorporated into a performance piece. 	<ul style="list-style-type: none"> Perform naturals in the key of Eb Concert. read, review, and practice music for upcoming concert. <p>Winds</p> <ul style="list-style-type: none"> identify, define and perform accents (>). identify a one measure repeat sign %. 	<p>1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>accents one measure repeat sign 1st and 2nd endings natural</p>	<p><u>Standard of Excellence</u> Book 1 pg 19</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Percussion Sixteenth Notes

Time Frame: 60 minutes

KNOWLEDGE	SKILLS	NJCCCS
Students will know:	Students will be able to:	

<ul style="list-style-type: none"> the structure of a Bb Concert Scale Percussion <ul style="list-style-type: none"> sixteenth notes flam paradiddle 	<ul style="list-style-type: none"> identify and perform a Bb Concert Scale. Read, review, and practice music for upcoming concert. Percussion <ul style="list-style-type: none"> Identify, count, and play sixteenth notes. Identify and play flam paradiddle. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
sixteenth notes flam paradiddle Bb Concert Scale	<u>Standard of Excellence</u> Book 1 pg 22	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Sharps

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know:	Students will be able to:	

<ul style="list-style-type: none"> ● key signature. ● natural sign. ● dynamics. 	<ul style="list-style-type: none"> ● perform a Concert ‘F’ scale. ● read, review, and practice music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
key signature natural sign dynamics	<u>Standard of Excellence</u> Book 1 pg 23	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: D.C.A1 Fine & Eighth/Sixteenth Note Combinations **Time Frame:** 90 min.

KNOWLEDGE	SKILLS	NJCCCS

<p>Students will know:</p> <ul style="list-style-type: none"> • DaCapo AL Fine. • skills and concepts previously introduced. <p>Percussion</p> <ul style="list-style-type: none"> • eighth/sixteenth combinations. • two measure repeats. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and play DaCapo AL Fine. <p>Percussion</p> <ul style="list-style-type: none"> • identify, count, and perform eight/sixteenth note combinations. • identify and perform two measure repeat signs. <p>Winds</p> <ul style="list-style-type: none"> • practice in Bb and F Concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.4 1.3.5.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>eighth note sixteenth note two measure repeat sign Da Capo AL Fine</p>	<p><u>Standard of Excellence</u> Book 1 pp 24-25</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Rhythm

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
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<p>Students will know:</p> <ul style="list-style-type: none"> ● D.C. Al Fine as performed in song #116 – Alouette. ● Dotted quarter and single eighth notes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify, perform, and count single eighth note and dotted quarter note. ● read, review, practice music for upcoming concert. <p>*when students reach p.26 in the lesson book, they are invited to perform with the school’s “Gold” (advanced) band.</p>	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>single eighth note dotted quarter note D.C. Al Fine</p>	<p><u>Standard of Excellence</u> Book 1 pg 26</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Tempo & Dynamics

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <p>Tempos</p> <ul style="list-style-type: none"> ● Adante- moderately slow ● Moderato- moderate speed ● Allegro- quick and lively <p>Dynamics</p> <ul style="list-style-type: none"> ● Mezzo Forte- medium loud ● Mezzo Piano- medium soft 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define and perform : Adante, Moderato, Allegro, Mezzo Forte, Mezzo Piano. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Andante Moderato Allegro Mezzo Forte Mezzo Piano</p>	<p><u>Standard of Excellence</u> Book 1 pg 28</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 4/5

Unit: Dynamics

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● crescendo – gradually play louder. ● decrescendo – gradually play softer. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define and perform crescendo and decrescendo. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>crescendo decrescendo</p>	<p><u>Standard of Excellence</u> Book 1 pg 29</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 4/5

Unit: Tempo

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none">● ritardando (ritard. or rit.) – gradually slow the tempo.● the application of previously learned skills and concepts.	<p>Students will be able to:</p> <ul style="list-style-type: none">● define and perform ritardando (ritard. or rit.).● read, review, and practice music for upcoming concert.	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>ritardando ritard. rit.</p>	<p><u>Standard of Excellence</u> Book 1 pg 31</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide

Grade: 4/5

Unit: Review of Learned Musical Concepts

Time Frame: 150 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none">● largo – slow.● the incorporation of all previously learned skills and concepts into a performance.	<p>Students will be able to:</p> <ul style="list-style-type: none">● define and perform largo.● read, review, and practice performance music for upcoming concert.	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
largo moderato allegro tempo andante Mezzo Forte Forte Mezzo Piano Piano	<u>Standard of Excellence</u> Book 1 pp 32-35	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

DENVILLE TOWNSHIP SCHOOL DISTRICT

Instrumental Music Curriculum Guide

Grade: 5/6

Unit: Bb, Eb, F Major Scales

Time Frame: 90 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● concert Bb, Eb, and F major scales. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify change in key signatures. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4 1.3.5.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Andante Moderato Allegro key signature</p>	<p><u>Standard of Excellence</u> Book 2 pp 2-4</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Syncopation & Intervals

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● syncopation- a rhythmic effect which places emphasis on a weak or unaccented part of a measure. ● interval – the distance between any two notes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify, count, and play syncopation. ● identify and play intervals. ● read, review, and practice performance music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>syncopation interval</p>	<p><u>Standard of Excellence</u> Book 2 pg. 5</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide

Grade: 5/6

Unit: G Natural Minor Scale

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Accelerando- gradually increase the tempo. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● play concert G natural minor scale. ● identify and play an accelerando. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Fine D.C. Al Fine Accelerando</p>	<p><u>Standard of Excellence</u> Book 2 pp 6-7</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Eighth Rest

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● eighth rest – ½ count in 2/4 , 3/4, 4/4 time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify, count, and perform eighth rests on and off the beat. ● read, review, practice performance music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>eighth rest</p>	<p><u>Standard of Excellence</u> Book 2 pg 8</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration</p>

		Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Texture

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● Ab major scale. ● monophony is a single unaccompanied melody. ● polyphony is two or more melodies played at the same time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● define and identify texture, monophony, and polyphony. ● perform songs in Ab major. ● read, review, practice performance music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.4.5.A.1 1.3.5.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>texture monophony polyphony</p>	<p><u>Standard of Excellence</u> Book 2 pg 9</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u></p>

		Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Articulation and Enharmonics

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● enharmonics are notes that sound the same, but are written differently. ● enharmonics in music is similar to homophones in English. ● staccato is a dot place above or below a note, and the notes are to be played short and detached. ● articulation is the type of attack used to play a note or group of notes. ● allegretto means to play music light and lively. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● recognize notes that sound the same, but are written differently. ● play and recognize staccato notes. ● play and identify allegretto tempo. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>enharmonic articulation staccato allegretto</p>	<p><u>Standard of Excellence</u> Book 2 pg 10</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u></p>

		Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Articulations

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● D minor key signature. ● tenuto is a line placed above or below a note, which indicates to sustain pitch for its full value. ● legato means to play as smoothly as possible. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and perform a tenuto and legato notes. ● perform songs in D Minor. ● read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>tenuto legato</p>	<p><u>Standard of Excellence</u> Book 2 pg 11</p>	<p><u>Formative</u> Visual Observation Auditory Observation Individual Practice</p>

		<u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Texture & Melody

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● melody is an organized succession of tones. ● accompaniment is music that supports/plays along with a main melody. ● countermelodies is a less important melody that can be played along with the main melody. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● play and identify melody and accompaniment. ● read, review, and practice music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
melody accompaniment countermelodies	<u>Standard of Excellence</u> Book 2 pg 12	<u>Formative</u> Visual Observation Auditory Observation Individual Practice

		<u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Cut Time Signature

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● cut time is also called alla breve. ● cut time gets two beats per measure and half note gets one count. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify, count, and play in the time signature 2/2 (cut time). ● read, review, and practice for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
cut time alla breve	<u>Standard of Excellence</u> Book 2 pg 13	<u>Formative</u> Visual Observation Auditory Observation

		Individual Practice <u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Chords & Enharmonics

Time Frame: 30 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● a chord is two or more pitches sounded at the same time. ● Previously learned concept. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and define the term chord. ● identify and perform several different enharmonics. ● read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>enharmonics chord</p>	<p><u>Standard of Excellence</u> Book 2 pp 14-15</p>	<p><u>Formative</u> Visual Observation</p>

		Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Time Signature

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • 3/8 time is three counts in each measure, an eighth note gets one count. • 6/8 is six counts in each measure. • concert C Major. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • play, identify, and count time signature 6/8 and 3/8. • play and identify concert C Major scale. • read, review, and practice performance music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
6/8	<u>Standard of Excellence</u> Book 2 pp 17-18	<u>Formative</u>

<p>3/8 Concert C Major</p>		<p>Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative</u> Demonstration Individual Performance</p>
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Sixteenth Notes

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • sixteenth notes receive $\frac{1}{4}$ count each in 2/4, $\frac{3}{4}$, 4/4 time. • Four sixteenth notes are equal to one quarter note in 2/4, $\frac{3}{4}$, 4/4 time. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify, count, and play sixteenth notes in 2/4, $\frac{3}{4}$, 4/4. • read, review, and practice music for upcoming concert. 	<p>1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

sixteenth note	<u>Standard of Excellence</u> Book 2 pp 19-20	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Eighth/Sixteenth Note Combinations

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> note combinations when performing eighth and sixteenth notes. 	Students will be able to: <ul style="list-style-type: none"> identify, count, and play eighth/sixteenth note combinations. read, review, and practice music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT

eighth/sixteenth note combinations	<u>Standard of Excellence</u> Book 2 pp 21, 24	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Dotted Eighth/Sixteenth Note Combinations

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● single sixteenth note – ¼ count in 2/4, ¾, 4/4 count. ● a dot after a note adds half the value of a note. ● dotted eighth/sixteenth note combination. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● play, identify, and count single sixteenth note, dotted eighth note, dotted eighth/sixteenth note combination. ● read, review, and practice performance music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.3 1.3.5.B.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
single sixteenth note dotted eighth note dotted eighth/sixteenth note combination	<u>Standard of Excellence</u> Book 2 pp 25-26	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 5/6

Unit: Eighth Note Triplets

Time Frame: 60 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● <i>maestoso</i> means majestically and reflects a march like tempo in music. ● eighth note triplets. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify, count, and perform eighth note triplets in 2/4, 3/4, 4/4 meters. ● play in the <i>maestoso</i> tempo/style. ● read, review, and practice music for upcoming concert. 	1.1.5.B.1 1.1.5.B.2 1.3.5.B.1 1.3.5.B.4

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
triplet eighth note triplet maestoso	<u>Standard of Excellence</u> Book 2 pp 27-28	<u>Formative</u> Visual Observation Auditory Observation Individual Practice <u>Summative</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Simile

Time Frame: 80 Min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● simile means continuing to play in the same manner. ● quarter notes and eighth notes have different rhythmic values in time signatures 2/4 and 6/8. ● enharmonics are notes with the same pitch but have different note names. ● slur two – tongue two articulation. ● tongue two – slur two articulation. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and perform Simile in varying musical examples. ● identify, count, and perform rhythms in 4/4, 2/4, and 6/8 meters. ● perform melodies with mixed time signatures. ● perform varying combinations of slur / tonguing / staccato articulations. ● perform Concert Bb chromatic scale (1 octave). 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.1.8.B.2 1.4.8.A.7

	<ul style="list-style-type: none"> • read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
simile	Standard of Excellence Book 3 p. 2	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert G Minor Key Signature

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • minor scales have three forms. • Natural Minor = key signature only. • Harmonic Minor = key signature + raised 7th. • Melodic Minor = key signature + raised 6th and 7th ascending; natural minor descending. • Concert G Minor Key Signature. • interval is the space between two notes. • four sixteenth notes = 1 beat in 4/4. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform the three forms of the concert G minor scale. • perform melodies and duets in concert G minor. • perform melodies in time signatures 2/4, cut time (alla breve), and 6/8. • identify and perform intervals. • perform sixteenth notes. 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.3

	<ul style="list-style-type: none"> • read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert G Minor Natural Minor Scale Harmonic Minor Scale Melodic Minor Scale interval sixteenth notes	Standard of Excellence Book 3 p. 3	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert Eb Major Key Signature

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • Concert Eb Major Key Signature. • sixteenth notes are one half beat each in 3/8 and 6/8 time signatures (percussion). • <i>ff</i> and <i>pp</i> are dynamic markings that indicate very loud and very soft. • crescendo means gradually getting louder. • decrescendo means gradually getting softer. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform melodies in concert Eb major key signature. • perform sixteenth notes in 3/8 and 6/8 (percussion). • perform <i>ff</i> and <i>pp</i> dynamic markings. • perform crescendo and decrescendo. • perform arpeggiated major and minor chords. 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.3

<ul style="list-style-type: none"> major chord had a major third; minor chord has a minor third (lowered). dotted eighth / sixteenth note combination is one beat in $\frac{3}{4}$ meter. 	<ul style="list-style-type: none"> perform dotted eighth / sixteenth note combination in a melody. read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert Eb Major sixteenth notes <i>ff</i> and <i>pp</i> crescendo and decrescendo major and minor chords dotted eighth / sixteenth note combination	Standard of Excellence Book 3 p. 4	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert C Minor Key Signature

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> minor scales have three forms. Natural Minor = key signature only. Harmonic Minor = key signature + raised 7th. Melodic Minor = key signature + raised 6th and 7th ascending; natural minor descending. Concert C Minor Key Signature. 	Students will be able to: <ul style="list-style-type: none"> perform the three forms of the concert C minor scale. perform melodies in concert C minor. perform melodies that incorporate eighth note triplet and triplet (quarter/eighth note) figure. perform Concert C chromatic scale (1 octave). perform dotted eighth / sixteenth note combination. 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.3

<ul style="list-style-type: none"> • eighth note triplet and triplet figure (quarter/eighth note). • enharmonics are notes with the same pitch but have different note names. • dotted eighth / sixteenth note combination is one beat in 4/4 meter. 	<ul style="list-style-type: none"> • read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert C Minor Natural Minor Scale Harmonic Minor Scale Melodic Minor Scale eighth note triplet eighth note triplet figure enharmonic dotted eighth/sixteenth note	Standard of Excellence Book 3 p. 5	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert F Major Key Signature

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> • Concert F Major Key Signature. • dotted eighth / sixteenth note combination is one beat in 2/4 meter. • eighth / sixteenth notes combination is one beat in 2/4 meter. 	Students will be able to: <ul style="list-style-type: none"> • perform melodies in Concert F Major. • perform melodies that contain dotted eighth / sixteenth note combination. • perform melodies that contain eighth / sixteenth note combination. 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.3

<ul style="list-style-type: none"> tongue one – slur two – tongue one articulation. simile means continue performing in the same manner. 	<ul style="list-style-type: none"> perform melodies that contain varying tonguing / slurring articulation. perform articulation according to simile. read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Concert F Major dotted eighth/sixteenth note combination eighth/sixteenth notes combination tongue one – slur two – tongue one articulation simile</p>	<p>Standard of Excellence Book 3 p. 6</p>	<p><u>Formative:</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative:</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert C Major / Sixteenth/Dotted Eighth Note Combination

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> Concert C Major Key Signature. Concert C major Scale. sixteenth/dotted eighth note combination is the reverse of dotted eighth/sixteenth note combination. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify Concert C Major Key Signature. identify and perform Concert C Major Scale. identify and perform sixteenth/dotted eighth note combination. 	<p>1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3</p>

<ul style="list-style-type: none"> one sixteenth/dotted eighth note combination is equal to one beat in 4/4 time signature. one eighth note triplet is equal to one beat in 4/4 time signature. 	<ul style="list-style-type: none"> identify and perform eighth note triplets in Concert C Major. perform melodies in Concert C Major. perform melodies containing dotted eighth/sixteenth note combination. perform melodies containing eighth note triplets. read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert C Major Key Signature Concert C Major Scale sixteenth/dotted eighth note combination eighth note triplet	Standard of Excellence Book 3 p. 7	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Sixteenth/Eighth/Sixteenth Note Combination

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> Concert Ab Major Key Signature. one sixteenth/eighth/sixteenth note combination is equal to one beat in 4/4 time signature. 	Students will be able to: <ul style="list-style-type: none"> identify Concert Ab Major Key Signature. identify and perform Concert Ab Major Scale. identify, count, and perform sixteenth/eighth/sixteenth note combination. 	1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3

	<ul style="list-style-type: none"> perform melodies containing sixteenth/eighth/sixteenth note combination. perform melodies in Concert Ab Major. perform articulation containing two beats of slurred sixteenth notes followed by two beats legato tongued eighth notes. read, review, and practice music for upcoming concert. 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert Ab Major Key Signature Concert Ab Major Scale sixteenth/eighth/sixteenth note combination	Standard of Excellence Book 3 p. 8	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Pentatonic Scale

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> pentatonic scale is a 5-note scale used in Asian music. 	Students will be able to: <ul style="list-style-type: none"> identify, count, and play a melody in 6/8 time. play a Concert Eb Pentatonic scale. 	1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1

<ul style="list-style-type: none"> in the 6/8 time signature, there are six beats in each measure and each eighth note gets one beat. 	<ul style="list-style-type: none"> play a Concert Bb Pentatonic scale. play a melody based on the Concert Eb pentatonic scale. read, review, and practice music for upcoming concert. 	1.3.8.B.4
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
pentatonic scale 6/8 time signature	Standard of Excellence Book 3 p. 9	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Concert D Minor

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know: <ul style="list-style-type: none"> minor scales have three forms: Natural Minor, Harmonic Minor, and Melodic Minor. 	Students will be able to: <ul style="list-style-type: none"> identify and perform the three forms of the concert D Minor scale. 	1.1.8.B.1 1.1.8.B.2

<ul style="list-style-type: none"> • Natural Minor form follows key signature only. • Harmonic Minor form follows key signature and a raised 7th scale degree. • Melodic Minor form follows key signature, raised 6th and 7th scale degrees ascending and return to Natural Minor form descending. • slur three / tongue one eighth note articulation. 	<ul style="list-style-type: none"> • perform a melody in Concert D Minor. • perform slur three / tongue one eighth note articulation. • read, review, and practice music for upcoming concert. 	<p>1.3.8.B.1 1.3.8.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Natural Minor Harmonic Minor Melodic Minor Concert D Minor slur three/tongue one eighth note articulation</p>	<p>Standard of Excellence Book 3 p. 10</p>	<p><u>Formative:</u> Visual Observation Auditory Observation Individual Practice</p> <p><u>Summative:</u> Demonstration Individual Performance</p>

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 7/8

Unit: Single Sixteenth Rest

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> • one sixteenth rest in 2/4 time signature is ¼ of a beat of silence. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify and perform single sixteenth rests. 	<p>1.1.8.B.1 1.1.8.B.2 1.3.8.B.1 1.3.8.B.2</p>

<ul style="list-style-type: none"> musical notation common in the Middle Ages is a square note called a neume. this notation was written on a 4-line, 3-spaced staff without a modern clef sign, key signature, or time signature. tempo and expressive elements were left up to the discretion of the performer. this music was known as Plainsong, or Gregorian Chant, and was sung in Latin by monks. one dotted quarter rest gets three beats of silence in 6/8 time. 	<ul style="list-style-type: none"> identify and play representative examples of music of the Middle Ages. identify and play the dotted quarter rest. read, review, and practice music for upcoming concert. 	1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.4.8.A.3 1.4.8.A.7
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Middle Ages Plainsong / Gregorian Chant neume Latin monks dotted quarter rest	Standard of Excellence Book 3 p. 12	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
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Grade: 7/8

Unit: Music of the Renaissance / Concert Db Major

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know:	Students will be able to:	

<ul style="list-style-type: none"> ● Concert Db Major Key Signature. ● the Renaissance was a time of new ideas and advancements in music, art, architecture, science, and philosophy. ● Renaissance musical examples in this unit include music for dancing and singing. 	<ul style="list-style-type: none"> ● identify and perform Concert Db Major scale. ● perform melodies in Concert Db Major. ● identify and perform representative examples of Renaissance music for dancing and singing. ● identify and perform varying slur/tongue articulations. ● read, review, and practice music for upcoming concert. 	1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.4.8.A.3 1.4.8.A.7
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Concert Db Major the Renaissance tongue one/slur two/tongue one eighth note articulation slur three/tongue three eighth note articulation slur two/tongue two eighth note articulation	Standard of Excellence Book 3 pp. 13-15	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Baroque Period / Time Signature 9/8

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
Students will know:	Students will be able to:	

<ul style="list-style-type: none"> • a trill is a rapid alteration from the written note to the note above it in the key of the piece; a musical ornament. • the Baroque period was a time that brought increased embellishment and ornamentation in music, art, architecture, literature, and fashion. • in the time signature 9/8, there are 9 beats in each measure and the eighth note gets one beat. • grazioso means to perform the music gracefully. • 16th notes receive ½ beat each in time signatures 3/8, 6/8, and 9/8. 	<ul style="list-style-type: none"> • identify and perform representative music of the Baroque period. • identify and perform melodies in the time signature 9/8. • read, review, and practice music for upcoming concert. 	1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.4.8.A.3 1.4.8.A.7
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
trill Baroque period 9/8 time signature grazioso 16 th notes in 3/8, 6/8, and 9/8 time signatures	Standard of Excellence Book 3 pp. 16-20	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Classical Period / Musical Form

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
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<p>Students will know:</p> <ul style="list-style-type: none"> the Classical period brought about simplicity and emotional restraint in music, art, architecture, and fashion. the Classical period marked the birth of the modern symphony orchestra comprised of a variety of instruments for which music was written. a grace note is a small-sized note played just before the note to which it is attached. larghetto is a tempo that is not as slow as largo dolce means play the music sweetly. binary form is music that has two sections (AB). ternary form is music in which the “A” section is followed by the “B” section, and then the “A” section is played again (ABA). rondo form is music in which the main section “A” returns several times and alternates with other sections (ABACA). 	<p>Students will be able to:</p> <ul style="list-style-type: none"> identify and perform representative examples of music of the Classical period. identify and perform a melody containing a grace note. identify and perform larghetto tempo. identify and perform dolce style. identify and perform a melody in binary form. identify and perform a melody in ternary form. identify and perform a melody in rondo form. read, review, and practice music for upcoming concert. 	<p>1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.3 1.4.8.A.7</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Classical period grace note larghetto</p>	<p>Standard of Excellence Book 3 pp. 21-24</p>	<p><u>Formative:</u> Visual Observation Auditory Observation</p>

dolce binary (AB) form ternary (ABA) form rondo (ABACA) form		Individual Practice <u>Summative:</u> Demonstration Individual Performance
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**DENVILLE TOWNSHIP SCHOOL DISTRICT
Instrumental Music Curriculum Guide**

Grade: 7/8

Unit: Romantic Period / Concert F Minor

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none">● during the Romantic period, simplicity and restraint were rejected and emotions, imagination, and individualism were embraced in music, art, and literature.● musical instruments were redesigned during this time of invention and industrialization to include new technology of valves on brass instruments.● Concert C Minor key signature.● Concert C Natural Minor (key signature).● Concert C Harmonic Minor (key signature and raised 7th scale degree.)● Concert C Melodic Minor (key signature and raised 6th and 7th scale degrees ascending; return to Natural Minor descending).● in 6/4 time, there are six beats in each measure and the quarter note receives one beat.● D.S. al Coda means go back to the segno sign and when you reach the coda sign, skip directly to the coda (ending).● enharmonics are the same pitch but two different note names.● in 5/4 time, there are five beats in each measure and the quarter note gets one beat.● sostenuto style means sustain the notes.● in 12/8 time, there are twelve beats in each measure and the eighth note gets one beat,● sforzando (sfz) means play the notes accented.● cantabile means play in a singing style.	<p>Students will be able to:</p> <ul style="list-style-type: none">● identify and perform representative musical examples of the Romantic period.● identify the Concert C Minor key signature.● identify and perform the Concert C Natural Minor scale.● identify and perform the Concert C Harmonic Minor scale.● identify and perform the Concert C Melodic Minor scale.● identify and perform a melody in Concert C minor.● identify, count, and perform a melody in 6/4 time.● identify and perform D.S. al Coda in a melody.● identify and perform examples of enharmonics in a melody.● identify, count, and perform a melody in 5/4 time.● identify and perform a melody in sostenuto style.● identify, count, and perform a melody in 12/8 time.	<p>1.1.8.B.1 1.1.8.B.2 1.2.8.A.1 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.3 1.4.8.A.7</p>

	<ul style="list-style-type: none"> • identify and perform sforzando (sfz) in a melody. • identify and perform a melody in cantabile style. • read, review, and practice music for upcoming concert 	
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Romantic period Concert C Minor 6/4 time signature D.S. al Coda enharmonics 5/4 time signature sostenuto 12/8 time signature sforzando (sfz) cantabile	Standard of Excellence Book 3 pp. 25-29	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

Instrumental Music Curriculum Guide

Grade: 7/8

Unit: 20th Century Art Music / Concert A Minor

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● 20th century art music expands and alters the style of music found during the Romantic period to include the influence of techniques such as bitonality, impressionism, nationalism, and primitivism. ● Concert A Minor Key Signature. ● Concert A Natural Minor (key signature). ● Concert A Harmonic Minor (key signature and raised 7th scale degree). ● Concert A Melodic Minor (key signature and raised 6th and 7th scale degrees ascending; return to Natural Minor descending). ● asymmetrical meters have an uneven number of eighth notes. ● forte-piano means play loudly then immediately soft. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and perform representative musical examples of 20th century art music. ● identify the Concert A Minor key signature. ● identify and perform the Concert A Natural Minor scale. ● identify and perform the Concert A Harmonic Minor scale. ● identify and perform the Concert A Melodic Minor scale. ● identify and perform a melody in Concert A minor. ● identify, count, and perform a melody containing asymmetrical meters. ● identify and perform forte-piano. ● read, review, and practice music for upcoming concert. 	<p>1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.3 1.4.8.A.7</p>

VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
20 th century art music Concert A Minor asymmetrical meters forte-piano (f-p)	Standard of Excellence Book 3 pp. 30-33	<u>Formative:</u> Visual Observation Auditory Observation Individual Practice <u>Summative:</u> Demonstration Individual Performance

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Grade: 7/8

Unit: 20th Century Pop Music / Quarter Note Triplet

Time Frame: 80 min.

KNOWLEDGE	SKILLS	NJCCCS
<p>Students will know:</p> <ul style="list-style-type: none"> ● 20th century popular music included band music, jazz, ragtime, blues, swing, and rock music. ● one quarter note triplet in 4/4 time is equal to two beats. ● swing style means play the first eighth note long and the second eighth note short. ● rock style means play both eighth notes evenly. ● two-measure repeat sign means repeat the previous two measures in order. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and perform representative musical examples of 20th century pop music. ● identify, count, and perform the quarter note triplet in a melody. ● identify and perform swing style eighth notes in a melody. ● identify and perform rock style eighth notes in a melody. ● identify and perform the two-measure repeat in a melody. ● read, review, and practice music for upcoming concert. 	<p>1.1.8.B.1 1.1.8.B.2 1.2.8.A.2 1.3.8.B.1 1.3.8.B.2 1.3.8.B.3 1.4.8.A.3 1.4.8.A.7</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>20th century pop music quarter note triplet swing eighth notes rock eighth notes two-measure repeat sign</p>	<p>Standard of Excellence Book 3 pp. 34-36</p>	<p><u>Formative:</u> Visual Observation Auditory Observation Individual Practice</p>

		<u>Summative:</u> Demonstration Individual Performance
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