2017.18 Instrumental Music, Quarter 1

On-Going Standards
Big Ideas/Key Concepts: Students will regularly demonstrate age-appropriate instrument care. Students will continually engage in self-reflection to facilitate self-improvement. They will understand the historical connections of pieces being studied and class and demonstrate appropriate audience and performance decorum both during class and at all live performances.

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<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tr>
<td><strong>Proper Instrument Care and Maintenance</strong>&lt;br&gt;IM.2.1.1 Execute periodic cleaning beyond daily maintenance.  &lt;br&gt;IM.2.1.2 Detect and report minor maintenance issues with one’s own instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.).  &lt;br&gt;IM.2.1.3 Detect and repair minor maintenance issues with one’s own instrument (i.e., springs, valve alignment, replace a broken string, etc.).  &lt;br&gt;IM.2.1.4 Describe the maintenance needs of one’s own instrument beyond cleaning.</td>
<td>N ~ I can periodically clean and maintain the playing condition of my instrument, and detect and report minor maintenance (i.e., leaks, bridge alignment, dents, valve alignment, etc.).  &lt;br&gt;P ~ I can detect and repair minor maintenance issues with my instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.).  &lt;br&gt;A ~ I can explain to my teacher or a technician the maintenance needs my instrument beyond basic cleaning and repair.</td>
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**Reading and Performing**<br>IM.5.1.1 Analyze and perform musical literature (Grade III and IV).<br>IM.5.1.2 Analyze and perform musical literature (Grade IV).<br>IM.5.1.3 Analyze and perform musical literature (Grade V).<br>IM.5.1.4 Analyze and perform musical literature (Grade VI).<br>N ~ I can analyze and perform musical literature at Grades III and IV by MTSBOA grading standards.  <br>P ~ I can analyze and perform musical literature at Grades IV by MTSBOA grading standards.  <br>A ~ I can analyze and perform musical literature at Grades V or VI by MTSBOA grading standards.  

**Self-Evaluation**<br>IM.7.3.1 Evaluate and improve personal performance by comparison with an exemplary model using teacher-given parameters.  <br>IM.7.3.2 Evaluate a personal performance using a teacher-provided rubric to facilitate self-improvement.  <br>N ~ I can compare my performance with an exemplary model.  <br>NP ~ I can use teacher-provided criteria to evaluate a personal performance.
**IM.7.3.3** Evaluate, verbal and written, a personal performance using a teacher-provided rubric to facilitate self-improvement.

**IM.7.3.4** Evaluate, verbal and written, a personal performance using a self-created rubric to facilitate self-improvement.

**Historical and Cultural Relationships**

**IM.9.1.1** Discover the historical background of teacher-selected music literature.

**IM.9.1.2** Explore the historical background of teacher-selected music literature.

**IM.9.1.3** Explain the historical background of teacher-selected music literature.

**IM.WCE.1** Demonstrate audience and performer behaviors appropriate to a given venue.

| **P ~** | I can use teacher-provided criteria to evaluate a personal performance in order to make improvements. |
| **A ~** | I can evaluate a personal performance and independently develop a practice or rehearsal strategy to facilitate self-improvement. |
| **N ~** | I can discover the historical background of the music being rehearsed and discuss its impact on the musical devices used. |
| **P ~** | I can explore the historical background of the music being rehearsed and analyze its impact on the musical devices used. |
| **A ~** | I can explain the historical background of the music being rehearsed and apply the musical devices used. |

I can compare and contrast audience and performer behaviors appropriate to different types of concerts (e.g. symphony, rock concert, etc.).

I can demonstrate at a live, formal concert, appropriate audience and performer behaviors.

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**Big Ideas/Key Concepts:** Students will more fully develop their technique to be able to perform and analyze higher level music. Students will make connections with other disciplines. They will begin basic composition and analytical techniques.

**1.0 Singing**

**IM.1.1.1** Demonstrate the singing of selected intervals and melodies with pitch accuracy.

**IM.1.1.2** Demonstrate basic vocal production in the singing of selected intervals and melodies with pitch accuracy.

| **NPA ~** | I can demonstrate basic vocal production in the singing of selected tetrachords and melodies with pitch accuracy. |
| **NPA ~** | I can count and sing basic rhythmic patterns. |

**2.0 Playing Instruments**

**Characteristic Tone Quality**

**IM.2.2.1** Produce a characteristic tone throughout a teacher-selected range of the instrument.

| **N ~** | I can produce a characteristic tone while playing my instrument. |
| **PA ~** | I can produce a characteristic tone at varying dynamic levels. |
### IM.2.2.2 Produce a characteristic tone at varying dynamic levels.

#### Technique

**IM.2.3.1** Demonstrate and apply correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.

**IM.2.3.2** Demonstrate technical proficiency of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking.

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**N ~** I can demonstrate and apply correct technique on my instrument at an intermediate level:

- Matching pitches to facilitate correct intonation
- Strings: bow hold and left-hand position
- Winds: embouchure
- Percussion: stick/mallet grip, assembly

**P ~** I can demonstrate technical proficiency:

- Basic tuning with and without an electronic tuner
- Proper posture, instrument and hand position
- Strings: Proper left hand technique, smooth shifting
- Winds: proper embouchure
- Percussion: proper grip for snare and mallets, natural sticking patterns, timpani ranges and basic tuning and set-up of timpani, mallet and auxiliary instruments

**A ~** I can demonstrate technical proficiency of various advanced techniques:

- Grace notes
- Trills
- Strings: Vibrato
- Percussion: Tuning timpani to reference pitches

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### Pitch and Rhythms

**IM.2.4.1** Identify and perform selected intermediate level (Grade III and IV) rhythms and pitches.

**IM.2.4.2** Perform selected intermediate level (Grade III and IV) pieces with appropriate pitch, intonation and rhythm.

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**N ~** I can identify and perform intermediate level rhythms and pitches:

- Whole notes
- Half notes
- Quarter notes
- Eighth notes
- Dotted half notes
- Simple meters (2/4, ¾, 4/4, C)
- Basic notation for pitches in my clef

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Instrumental Music, Quarter 1
Sight-Reading

**IM.2.6.1** Apply basic elements associated with successful sight-reading using a variety of meters, tempi, and keys.

**IM.2.6.2** Sight-read, accurately, examples from selected music genres (Grade II).

**IM.2.6.3** Sight-read, accurately, examples from selected music genres (Grade III).

Scales and Rudiments

**IM.WCE.2** Identify and notate key signatures of scales and literature being performed.

**IM.2.7.1** Perform from memory eight major scales or eight rudiments and a chromatic scale (winds and percussion).

P ~ I can identify and perform advancing level rhythms and pitches:
- Sixteenth notes
- Dotted eight notes
- Quarter-note triplets
- Cut-time and 3/8
- All pitches in my clef (within and beyond the range of my instrument)

A ~ I can read, analyze and perform music with varied rhythm patterns in complex meters.

N ~ I can apply basic elements associated with successful sight-reading.

P ~ I can sight-read Grade II examples from various genres characteristic tone and appropriate expressive devices.

A ~ I can sight-read Grade III examples from various music genres with characteristic tone and appropriate expressive devices.

Winds and Mallets

N ~ I can play B-flat, F and C Major scales, one octave, plus the associated arpeggio and chromatic scale.

P ~ I can play B-flat, F and C Major scales, two octaves where possible, plus the associated arpeggio and chromatic scale.

A ~ I can play B-flat, F and C Major scales, multiple octaves, plus the associated arpeggio and chromatic scale.

Strings

N ~ I can play C, G, D, A, F and Bb Major scales one octave, plus the associated arpeggio and relative minor keys.

P ~ I can play at least 8 scales two octaves, plus the associated arpeggio.
**4.0 Composing**

| IM.4.1.1 | Compose and notate a simple melody using binary form. |
| IM.4.1.2 | Compose and notate a simple melody using ternary form. |
| IM.4.1.3 | Compose and notate a simple melody with rhythmic accompaniment and expressive elements. |

**5.0 Reading and Notating**

| IM.5.2.1 | Notate basic rhythmic patterns when presented aurally. |

**6.0 Listening and Analyzing**

| IM.6.1.1 | Describe a given listening example using basic music terminology and following specified guidelines. |
| IM.6.1.2 | Describe, including the form, a given listening example using appropriate music vocabulary. |
| IM.6.1.3 | Describe, including form and genre, a given listening example using appropriate music vocabulary. |

**7.0 Evaluating**

| IM.7.1.1 | Evaluate the quality of a Grade III composition using basic music vocabulary and following teacher-provided parameters. |

**Non-Mallet Percussion**

| N ~ I can play the flam, flam tap, multiple bounce roll and single paradiddle between 50 and 60 BPM. I can tune a timpani to a reference pitch with 70-80% accuracy. |
| P ~ I can play the flam, flam tap, multiple bounce roll and single paradiddle between 72 and 80 BPM. I can tune a timpani to a reference pitch with 80-90% accuracy. |
| A ~ I can play the flam, flam tap, multiple bounce roll and single paradiddle between 80 and 100 BPM. I can tune a timpani to a reference pitch with at least 90% accuracy. |

| N ~ I can compose, notate and perform a simple melody. |
| P ~ I can compose, notate and perform a simple melody using binary or ternary form. |

| NPA ~ I can use correct notation for basic rhythmic patterns. |
| N ~ I can use basic music terminology (such pitch, rhythm, melody, harmony, timbre, style, etc.) |
| P ~ I can describe the form of musical composition using appropriate music vocabulary. |
| A ~ I can describe, including form and genre, a musical composition using appropriate music vocabulary. |

| NP ~ I can listen to or perform Grade II music and theorize about the composer’s intent. |
| A ~ I can listen to or perform Grade III/IV music and theorize about the composer’s intent. |
### IM.7.1.2
Evaluate, using teacher-provided criteria and appropriate music vocabulary, the intent and quality of a Grade III or IV composition.

### 8.0 Interdisciplinary Connections

| IM.8.1.1 | Discover shared vocabulary between music and other arts disciplines through teacher-guided discussion. |
| IM.8.1.2 | Explain similarities between music and another arts discipline through teacher-guided discussion. |
| IM.8.1.3 | Compare and contrast the elements of music and those of other arts disciplines through teacher-guided discussion. |

#### N ~ I can define shared vocabulary between music and other arts disciplines.

#### P ~ I can explain similarities between music and another arts discipline.

#### A ~ I can compare and contrast the elements of music and those of other arts disciplines.

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**Honors Addendum**: Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter. Embed the Honors Addendum within the regular Scope & Sequence.

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### 2.0 Playing Instruments

| IM.2.1.3 | Detect and repair minor maintenance issues with one’s own instrument (i.e., springs, valve alignment, replace a broken string). |
| IM.WCE.3 | Demonstrate appropriate rehearsal technique and etiquette. |

#### I can demonstrate and/or help a classmate during rehearsal to detect and repair minor maintenance issues when they occur.

#### I can demonstrate rehearsal technique and etiquette by appropriately marking music with personal observations (e.g. placing self-correcting marks and/or conductor cues).

#### I can maintain accurate phrasing, fingering, bowing, sticking, etc. and make it available to classmates when they are absent.

### 3.0 Composing

| IM.4.1.4 | Compose and notate a melody with harmonic and rhythmic accompaniments and expressive elements. |

#### I can compose and notate a melody with rhythmic accompaniment and expressive elements with increasing complexity.

### 5.0 Reading and Notating

| IM.5.1.3 | Analyze and perform musical literature (Grade V). |

#### I can analyze and perform musical literature at a Grade V.
**IM.5.2.1** Notate basic rhythmic patterns when presented aurally.

**8.0 Interdisciplinary Connections**

**IM.8.1.4** Explore the relationship between music and other arts in a given work (e.g., a specific opera or ballet).

| I can independently interpret the musical signs and symbols in music. |
| I can apply a counting system to written rhythms. |
| I can explore, through research and reading, the relationship between music and other arts in a given work. |
| I can perform with musical interpretation, signs and symbols in my music (e.g. dynamics, fermatas, repeats, articulations, etc.). |
| I can identify the key of music being studied by key signature and context (major and minor). |
| I can notate rhythms containing sixteenth notes and/or triplets in a variety of meters (simple and compound). |