## 2017.18 Instrumental Music Quarter 2

### 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.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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</thead>
<tbody>
<tr>
<td><strong>Proper Instrument Care and Maintenance</strong></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.). P ~ I can detect and repair minor maintenance issues with my instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.). 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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</tbody>
</table>

**IM.2.1.1** Execute periodic cleaning beyond daily maintenance.

**IM.2.1.2** Detect and report minor maintenance issues with one’s own instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.).

**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.).

**IM.2.1.4** Describe the maintenance needs of one’s own instrument beyond cleaning.

**Reading and Performing**

**IM.5.1.1** Analyze and perform musical literature (Grade III and IV).

**IM.5.1.2** Analyze and perform musical literature (Grade IV).

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

**IM.5.1.4** Analyze and perform musical literature (Grade VI).

**N ~** I can analyze and perform musical literature at Grades III and IV by MTSBOA grading standards.

**P ~** I can analyze and perform musical literature at Grades IV by MTSBOA grading standards.

**A ~** I can analyze and perform musical literature at Grades V or VI by MTSBOA grading standards.

**Self-Evaluation**

**IM.7.3.1** Evaluate and improve personal performance by comparison with an exemplary model using teacher-given parameters.

**IM.7.3.2** Evaluate a personal performance using a teacher-provided rubric to facilitate self-improvement.

**IM.7.3.3** Evaluate, verbal and written, a personal performance using a teacher-provided rubric to facilitate self-improvement.

**N ~** I can compare my performance with an exemplary model.

**NP ~** I can use teacher-provided criteria to evaluate a personal performance.

**P ~** I can use teacher-provided criteria to evaluate a personal performance in order to make improvements.
**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.

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.

Big Ideas/Key Concepts: Students will apply higher level techniques to performance music. Students will study the theory and history of music being performed giving a variety of presentations which may include, public performance, class presentation, on-line analysis of a performance, etc. Students will develop their improvisation techniques.

1.0 Singing

**IM.1.1.1** Sing a two-part harmonization with both parts using the same rhythm.

**IM.1.2.2** Sing a two-part harmonization with each part using independent rhythms.

2.0 Playing Instruments

**Characteristic Tone Quality**

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

**IM.2.2.2** Produce a characteristic tone at varying dynamic levels.

N ~ I can sing a two-part harmonization with both parts using the same rhythm.

PA ~ I can sing a two-part harmonization with each part using independent rhythms.

A ~ I can sing musical harmonies based on selected musical compositions being studied.

N ~ I can produce a characteristic tone and a *mezzo forte* dynamic level.

P ~ I can produce a characteristic tone at varying dynamic levels.
### IM.2.2.3
Employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.

#### 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ~</td>
<td>I can produce characteristic tone alone or with a group appropriate to the genre.</td>
</tr>
<tr>
<td>N ~</td>
<td>I can demonstrate and apply correct technique on my instrument at an advancing level.</td>
</tr>
<tr>
<td>P ~</td>
<td>I can demonstrate increased technical proficiency.</td>
</tr>
<tr>
<td>A ~</td>
<td>I can demonstrate advancing technical proficiency:</td>
</tr>
<tr>
<td>N ~</td>
<td>I can identify and perform intermediate level rhythms and pitches:</td>
</tr>
<tr>
<td>P ~</td>
<td>I can identify and perform advancing level rhythms and pitches:</td>
</tr>
</tbody>
</table>

**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.

**IM.2.4.3** Produce and perform appropriate pitch, intonation and rhythm in various music genres (Grade IV and V).

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<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>A ~</td>
<td>I can identify and perform intermediate level rhythms and pitches:</td>
</tr>
<tr>
<td>N ~</td>
<td>I can identify and perform advancing level rhythms and pitches:</td>
</tr>
<tr>
<td>P ~</td>
<td>Half-note triplets</td>
</tr>
</tbody>
</table>
### Musicality

**IM.2.5.1** Identify and demonstrate an understanding of selected concepts of musicality (Grades III and IV) within an ensemble.

**IM.2.5.2** Perform, in an ensemble, selected intermediate level pieces (Grade IV) demonstrating appropriate musicality.

**IM.2.5.3** Perform, in an ensemble, pieces in selected music genres (Grade V) demonstrating appropriate musicality.

### 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).

**IM.2.7.2** Perform from memory all major scales, a chromatic scale (winds and percussion) or thirteen rudiments (minimum for winds and percussion: quarter note =120; minimum for strings: quarter note = 98).

- 5/8, 5/4, 6/4
- Pitches in multiple clefs (where appropriate)

A ~ I can demonstrate technical facility when executing complex rhythms and meters in advancing literature.

N ~ I demonstrate selected concepts of musicality at a Grade III level within an ensemble (dynamics from pp-ff, fermata, ritardando, legato, and staccato).

P ~ I can perform, in an ensemble, Grade III literature with appropriate musicality (adapting to conductor cues, subtle dynamic changes, rubato, etc.).

A ~ I can perform, in an ensemble, Grade IV/V literature with appropriate musicality (adapting to conductor cues, subtle dynamic changes, rubato, etc.).

N ~ I can sight-read Grade I examples from various genres with good tone.

P ~ I can sight-read Grade II examples from various genres with good tone.

A ~ I can sight-read Grade III examples from various genres with good tone.

NPA ~ I can identify and notate key signatures of scales and literature being performed.

**Winds/Mallets**

- N ~ I can play Concert G, D and A Major scales, one octave, plus the associated arpeggio and chromatic scale.
- P ~ I can play Concert G, D and A Major scales, two octaves where possible, plus the associated arpeggio and chromatic scale.
**IM.2.7.3** Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of the instrument. Read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).

**IM.3.1.1** Apply fundamental concepts of improvisation using a given melody and/or rhythm pattern.

**IM.3.1.2** Perform an improvisation of a melody using given rhythms over teacher-selected chords.

**IM.3.1.3** Perform an improvised melody with complex rhythms over a given chord progression in major or minor scales.

**IM.3.1.4** Perform an improvised melody with complex rhythms using a blues scale.

**3.0 Improvising**

**IM.3.1.1** I can play Concert G, D, and A Major scales, multiple octaves, plus the associated arpeggio and chromatic scale, as well as the relative minor scales.

**Strings**

- N ~ I can play eight 2-octave major scales, plus the associated arpeggios and relative minor keys.
- P ~ I can C, G and D Major scales, three octaves, plus the associated arpeggio and relative minor keys.
- A ~ I can play F and B-flat Major scales, three octaves, plus the associated arpeggio, as well as the relative minor scales.

**Percussion**

- N ~ I can play G, D, and A Major scales, one octave, plus the associated arpeggio and chromatic scale. I can play the 5 stroke roll, 9 stroke roll, ruff, and double paradiddle between 50 and 60 BPM.
- P ~ I can play G, D, and A Major scales, two octaves where possible, plus the associated arpeggio and chromatic scale. I can play the 5 stroke roll, 9 stroke roll, ruff, and double paradiddle between 72-80 BPM.
- A ~ I can play G, D, and A Major scales, multiple octaves, plus the associated arpeggio and chromatic scale, as well as the relative minor scales. I can play the 5 stroke roll, 9 stroke roll, ruff, and double paradiddle between 80 - 100 BPM.

- N ~ I can demonstrate fundamental concepts of improvisation by modifying a given melody and/or rhythm pattern.
- P ~ I can improvise around a melody using given rhythms over teacher-selected chords.
- A ~ I can improvise a melody over a given chord progression using major or minor scales.
- A ~ I can improvise on a melody within a traditional/jazz ensemble.
### 5.0 Reading and Notating

**IM.5.2.2** Notate intervals in a major key within an octave when presented aurally.

**NPA ~** I can use correct notation to identify diatonic intervals in a major key presented both aurally and visually.

### 6.0 Listening and Analyzing

**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.

**NP ~** 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.

**NPA ~** I can use correct music terminology at an age appropriate level to develop criteria to evaluate the quality of a music composition.

**NPA ~** I can evaluate the quality of a music composition using student-developed criteria.

### 7.0 Evaluating

**IM.7.1.3** Develop criteria to evaluate the quality of a music composition.

**IM.7.1.4** Use a student-developed criteria to evaluate the intent and quality of a given music composition.

### 9.0 Historical and Cultural Relationships

**IM.9.2.1** Discover, through discussion, the relationship between a culture and a musical selection.

**IM.9.2.2** Explore, through discussion, the relationship between a culture and a musical selection.

**NP ~** I can discuss the relationship between a culture and a music composition.

**A ~** I can analyze the relationship between culture and a music composition.

### 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.

### 2.0 Playing Instruments

**IM.2.2.4** Employ a characteristic tone within an individual performance as appropriate to various instrumental genres.

**IM.2.3.4** Demonstrate advanced technique in selected music genres.

**IM.2.4.4** Produce and perform appropriate pitch, intonation and rhythm in selected music genres (Grade V and VI).

**IM.2.7.3** Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of

**I can prepare and perform with advanced technique, musicality, and marked tempos, 11th/12th grade Mid-State Audition repertoire, scales and sight-reading.**

**I can respond to the non-verbal, subtle nuances of conductor cues and write the corresponding expressive signs in my music.**
the instrument. Read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120, minimum for strings: quarter note = 98).

### 5.0 Reading and Notating

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>IM.5.2.2</td>
<td>Notate intervals in a major key within an octave when presented aurally.</td>
</tr>
<tr>
<td>IM.5.2.4</td>
<td>Notate rhythmic and melodic examples on a Grade II level when presented aurally.</td>
</tr>
</tbody>
</table>

### 6.0 Listening and Analyzing

<table>
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<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>IM.6.1.4</td>
<td>Describe in writing, including form and genre, a given listening example using appropriate music vocabulary.</td>
</tr>
</tbody>
</table>

### 9.0 Historical and Cultural Relationships

<table>
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<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>IM.9.1.4</td>
<td>Research and present historical background of student-selected music literature.</td>
</tr>
<tr>
<td>IM.9.2.4</td>
<td>Research and present the relationship between a culture and a musical selection.</td>
</tr>
</tbody>
</table>

I can identify, both written and aurally, intervals and triads by type.

I can identify mistakes in rhythm and pitch during rehearsal and make self-corrections.

I can identify mistakes in rhythm and pitch during rehearsal and provide suggestions or demonstrations for improvement (when prompted by the teacher) to the whole group/section.

I can describe in writing, including form and genre, a listening example using advanced level music vocabulary.

I can research and present (written or orally) historical background and/or culturally significant information about works to be performed, in the form of program notes.