

STRATFORD PUBLIC SCHOOLS

Instrumental Music Department

Curriculum Scope and Sequences K-6

Grade	Concept/Units	Application-Students will:
	Preparation	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. • Play three different pitches on their instrument (Concert Bb, C and D). • Teach themselves, by ear, a simple song using concert Bb, C and D (e.g. <i>Hot Cross Buns, Mary Had A Little Lamb, Pierrot</i>).
Year 1	Creating	<ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to echo melodic phrases using the pentatonic scale on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • <i>Improvising</i> • Students will demonstrate the ability to improvise musical 2 to 4 measure phrases using a pentatonic scale. • <i>Composing and Arranging</i> • Students will demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines. • Students will demonstrate the ability to use a variety of sound sources when composing.
	Performing-1	<p><u>Essential Skills & Knowledge</u></p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and

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		<p>maintain a steady tempo using good posture and playing position.</p> <ul style="list-style-type: none"> • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> <ul style="list-style-type: none"> • 2/4: half and quarter notes • <u>Expression:</u> <ul style="list-style-type: none"> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 2/4: Quarter and Half notes. • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches in rhythm.
	Performing-2	<p><u>Essential Skills & Knowledge</u></p> <p>Students will demonstrate the ability to:</p> <ul style="list-style-type: none"> • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> <ul style="list-style-type: none"> • 4/4: whole, half, and quarter notes • <u>Expression:</u> <ul style="list-style-type: none"> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing

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Grade	Concept/Units	Application-Students will:
		<p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 4/4: Whole, half and quarter notes. • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.
	Performing-3	<p>Learning Objectives / Grade Level Expectations</p> <p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 2/4, 4/4: whole, half, quarter, and eighth notes • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 2/4, 4/4: whole, half, quarter, and eighth notes • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.

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Grade	Concept/Units	Application-Students will:
	Performing-4	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. • <i>Performing on instruments</i> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 6/8: Dotted quarter and dotted half notes • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 6/8: Dotted quarter and dotted half notes • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.
	Performing-5	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 6/8: Dotted quarter dotted half, and groups of 3 eighth notes • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing, Slurs <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 6/8: Dotted quarter dotted half, and groups of 3 eighth notes • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.
	Beginner Band Ensemble Performing	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 2/4, 3/4, 4/4: Whole, dotted half, half, quarter, paired eighth notes, corresponding rests, and ties. • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Dynamics: Perform piano and forte dynamics at a characteristic level for the age group • Articulation: Perform tonguing, slurs, up bow, down bow, pizzicato, arco • Perform in a large ensemble, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. • Perform independent instrumental parts while other students perform contrasting parts • Perform music of a level of .5 to 1 on a scale from 1 to 6 <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read the following rhythms in the following meters, using a number system for chanting rhythms: • 2/4, 3/4, 4/4: Whole, dotted half, half, quarter, paired eighth notes, corresponding rests, and ties. • Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing. • Sight read simple melodies
	Responding-1	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists). • Students will demonstrate the ability to use appropriate music terminology (dynamics, tempo, rhythm, pitch, form) to describe and evaluate live performances and recordings of performances by their band ensemble, their peers individually, and themselves individually. • Students will demonstrate the ability to explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.).
	Responding-2	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to identify simple musical forms when presented aurally (binary, ternary). • Students will demonstrate the ability to demonstrate perceptual skills by answering questions about, and describing aural examples of music of various styles representing diverse cultures. • Students will demonstrate the ability to use appropriate terminology in explaining music, musical notation, musical instruments and voices, and musical performances. • Students will demonstrate the ability to identify the sounds of a variety of instruments, including many orchestra and band instruments.
Year 2	Creating	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to echo melodic phrases using the Blues scale on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to improvise musical 2 to 4 measure phrases using a Blues scale. <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines. • Students will demonstrate the ability to use a variety of sound sources when composing.
	Responding-1	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments.

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		<ul style="list-style-type: none"> • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists, creating their own rubrics). • Students will demonstrate the ability to use appropriate music terminology (dynamics, tempo, rhythm, pitch, form) to describe and evaluate live performances and recordings of performances by their band ensemble, their peers individually, and themselves individually. • Students will demonstrate the ability to explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.).
	Responding-2	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to identify simple musical forms when presented aurally (binary, ternary). • Students will demonstrate the ability to demonstrate perceptual skills by answering questions about, and describing aural examples of music of various styles representing diverse cultures. • Students will demonstrate the ability to use appropriate terminology in explaining music, musical notation, musical instruments and voices, and musical performances. • Students will demonstrate the ability to identify the sounds of a variety of instruments, including many orchestra and band instruments.
	Performing-1	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument.

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Grade	Concept/Units	Application-Students will:
		<ul style="list-style-type: none"> • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 6/8: Dotted quarter and dotted half notes • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 6/8: Dotted quarter and dotted half notes • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.
	Performing 2	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Correctly assemble their instrument. • Produce a sound on their mouthpiece/head joint with correct embouchure (if applicable). • Produce a sound on their instrument with correct embouchure, stick/bow position, and/or posture. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria:

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		<ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 6/8: Dotted quarter dotted half, and groups of 3 eighth notes • <u>Expression:</u> • Phrasing: Awareness of phrasing through the use of breath commas or bow lifts • Articulation: Perform tonguing, Slurs <p><u>Reading</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Read patterns containing the following rhythms in the following meters, using a number system for chanting rhythms: 6/8: Dotted quarter dotted half, and groups of 3 eighth notes • Chant in rhythm the letter names of pitches notated on the staff. • Finger pitches notated on the music staff while chanting the letter names of the pitches to the rhythm.
Year 3	Creating	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to echo melodic phrases using the Blues scale on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to improvise musical phrases to a 12-bar blues harmonic progression. <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to create and arrange short songs and instrumental pieces within specified guidelines. • Students will demonstrate the ability to use a variety of sound sources when composing
	Responding 1	<ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation.

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		<ul style="list-style-type: none"> • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists, creating their own rubrics). • Students will demonstrate the ability to use appropriate music terminology (dynamics, tempo, rhythm, pitch, form) to describe and evaluate live performances and recordings of performances by their band ensemble, their peers individually, and themselves individually. • Students will demonstrate the ability to explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.).
	Responding 2	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to identify simple musical forms when presented aurally (binary, ternary). • Students will demonstrate the ability to demonstrate perceptual skills by answering questions about, and describing aural examples of music of various styles representing diverse cultures. • Students will demonstrate the ability to use appropriate terminology in explaining music, musical notation, musical instruments and voices, and musical performances. • Students will demonstrate the ability to identify the sounds of a variety of instruments, including many orchestra and band instruments.
Advanced Band	Ensemble Performing 1	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines.

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		<ul style="list-style-type: none"> • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Improvising</u></p> <ul style="list-style-type: none"> • Improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. • Improvise simple rhythmic and melodic ostinato accompaniments. • Improvise simple rhythmic and harmonic variations and simple melodic embellishments on familiar melodies over song forms using the I, IV, and V chords in major and/or minor keys. • Improvise short songs and free form pieces using a variety of sound sources (recorders, pitched and unpitched percussion, voice). <p><u>Composing and Arranging</u></p> <ul style="list-style-type: none"> • Create and arrange music to accompany readings or dramatizations within specified guidelines. • Create and arrange short songs and instrumental pieces within specified guidelines. • Use a variety of sound sources (pitched and unpitched percussion, and recorder) when composing.
	Respond	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • The student will sing grade level song on pitch using appropriate vocal technique. • The student will use classroom instruments accurately and with appropriate technique. • The student will create simple musical improvisations/compositions/arrangements within specified guidelines. • The student will accurately read and write grade level rhythms. • The student will accurately read and write grade level pitches. • The student will describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. • The student will understand the historical and cultural context of the music they perform. <p><u>Listening</u></p> <ul style="list-style-type: none"> • Identify simple musical forms when presented aurally binary, ternary, rondo, theme and variations, and popular song form. • Demonstrate skills by moving, answering questions about, and describing aural examples of music of

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		<p>various styles representing diverse cultures, (world folk of the Americas and other countries, spiritual, calypso and jazz).</p> <ul style="list-style-type: none"> • Use appropriate terminology in analyzing music, musical notation, musical instruments and voices, and music performances. • Identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures. • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music. <p><u>Evaluating</u></p> <ul style="list-style-type: none"> • Devise criteria for evaluating performances and compositions (e.g., self/peer assessment lists). • Explain their personal preferences for specific musical works and styles (classical, jazz, folk, etc.) using appropriate music terminology.
	<p>Advanced Band-Ensemble Performing 2</p>	<p><u>Essential Skills & Knowledge</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to maintain a steady beat while performing selected grade level exercises and songs on their instruments. • Students will demonstrate the ability to accurately read and write grade level rhythms. • Students will demonstrate the ability to read and write pitch notation. • Students will demonstrate the ability to describe music by answering simple questions about music, using the elements of music and grade level terminology where appropriate. <p><u>Performing on instruments</u></p> <ul style="list-style-type: none"> • Students will demonstrate the ability to: • Perform on pitch, in rhythm, with characteristic dynamics, tone quality, breath, bow or stick control and maintain a steady tempo using good posture and playing position. • Perform with expression and technical accuracy, a repertoire of instrumental literature, using the following criteria: <ul style="list-style-type: none"> • <u>Rhythmic Values by Meter:</u> • 2/4, 3/4, 4/4: Whole, dotted half, half, quarter, paired eighth notes, dotted quarter notes, single eighth notes, corresponding rests, sixteenth notes, triplets, and ties. • 2/2: Whole dotted half, half, and quarter notes, corresponding rests, and ties. • 3/8, 6/8: Dotted half, dotted quarter, quarter, and eighth notes, and corresponding rests. • <u>Expression:</u>

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		<ul style="list-style-type: none">• Phrasing: Improved awareness of phrasing through the use of breath commas or bow lifts, to perform phrases four to eight measures in length• Dynamics: Perform piano, forte, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo and diminuendo dynamics at a characteristic level for the age group.• Articulation: Perform tonguing, slurs, staccato, accents, legato, up bow, down bow, pizzicato, arco, hooked bow, and spiccato bowing at a characteristic level for the age group.▪ Range: Clarinets perform over break, brass instruments have a range of at least one octave from concert Bb to concert Bb, use of fourth finger on violin and viola, shift to second and third position on cello, viola, and double bass.• Perform in a large ensemble, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.• Perform independent instrumental parts while other students perform contrasting parts• Perform a variety of music of a level of 1.5 to 2 on a scale from 1 – 6 representing various styles and genres of the band repertoire. <p><u>Reading</u></p> <ul style="list-style-type: none">• Students will demonstrate the ability to:• Read the following rhythms in the following meters, using a number system for chanting rhythms:<ul style="list-style-type: none">• 2/4, 3/4, 4/4: Whole, dotted half, half, quarter, paired eighth notes, dotted quarter notes, single eighth notes, corresponding rests, sixteenth notes, triplets, and ties.• 2/2: whole dotted half, half, and quarter notes, corresponding rests, and ties.• 3/8, 6/8: Dotted half, dotted quarter, quarter, and eighth notes, and corresponding rests.• Read pitch notation in the appropriate clef, identifying the letter name pitch of notes throughout the staff, and including some ledger lines.• Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.• Sight read simple melodies