

6TH GRADE CURRICULUM ESSENTIALS OVERVIEW: INSTRUMENTAL MUSIC

Course Description		Topics at a Glance
<p>Students in this course build on skills and concepts learned in fifth grade. Proper playing technique and instrument maintenance are reviewed extensively to ensure a strong foundation with the instruments. The emphases in this course are instrumental technique, rhythmic security, and developing ensemble awareness. Students expand their music experience through expression, creation, theory, and aesthetic evaluation. Repertoire is at a level of 1-1.5 on a scale from 1-6. Culminating performances are a meaningful component of this full year course.</p>		<ul style="list-style-type: none"> • Perform music • Sight-read music • Perform music in major and minor modalities • Create Music • Improvise music • Identify patterns in meter and form • Notate music • Analyze music • Critique music • Proper playing technique
Assessments		Effective Components of a BVSD Sixth Grade Instrumental Music Program
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/Comments • Personal reflections • Teacher questions and prompts • Performance tasks (planning, in-progress, final) • Critiques (group discussion, written reflection, in-progress) • Peer assessments • Self-assessments 		<ul style="list-style-type: none"> • Maintains an inquiry-based learning environment • Actively engages and motivates students in the process of learning music • Provides learning activities that are appropriate in complexity and pacing • Models and demonstrates accurate and artistic musical technique • Selects challenging yet realistic literature for performance • Introduces and expects appropriate use of music vocabulary • Provides opportunity for individual and multiple groupings in performance and learning activities • Differentiates music instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates music with other content areas with an emphasis on literacy
Grade Level Expectations		
Standard	Big Ideas in Sixth Grade (Grade Level Expectations)	
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in unison and two parts accurately and expressively at a minimal level of 1 on the difficulty rating scale 2. Perform music accurately and expressively at a minimal level of .5 on the difficulty rating scale at the first reading 3. Demonstrate major and minor scales 	
2. Creation of Music	<ol style="list-style-type: none"> 1. Create melodic and rhythmic patterns 2. Improvise call-and-response patterns 	
3. Theory of Music	<ol style="list-style-type: none"> 1. Identification of rhythmic and melodic patterns in musical examples 2. Notation of level .5 using the appropriate clef for instrument and/or voice 3. Analysis of a beginning level composition or performance using musical elements 	
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Determination of strengths and weaknesses in musical performances according to specific criteria 2. Description of music's role in the human experience, and ways music is used and enjoyed in society 	

7TH GRADE CURRICULUM ESSENTIALS OVERVIEW: INSTRUMENTAL MUSIC

Course Description		Topics at a Glance	
<p>Students in this course build on skills and concepts learned in previous years. In addition to progressively more demanding large ensemble work, there is an increasing emphasis on ensemble awareness and individual musicianship. Students focus on playing with more confidence in smaller groups and will continue to expand their musical experience through creation, theory and aesthetic valuation. Instrumental repertoire is at a Level II on a scale from 1 to 6. Culminating performances are a meaningful component of this full year course.</p>		<ul style="list-style-type: none"> • Perform Music • Sight Sing Music • Understand Modalities • Sequence Music • Improvise Music • Identify Meters • Notate Music • Analyze Music • Critique Music • Describe Music 	
Assessments		Effective Components of a BVSD Seventh Grade Instrumental Music Program	
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance task (planning, in-progress, final) • Critiques (group discussion, written reflection, in-progress) • Peer assessments • Self assessments 		<ul style="list-style-type: none"> • Actively engages and motivates students in the process of learning music • Provides learning activities that are appropriate in complexity and pacing • Models and demonstrates accurate and artistic musical technique • Selects challenging yet realistic literature for performance • Introduces and expects appropriate use of music vocabulary • Provides opportunities for individual and multiple groupings • Differentiates music instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates music with other content areas with an emphasis on literacy 	
Grade Level Expectations			
Standard	Big Ideas in Seventh Grade (Grade Level Expectations)		
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in three or more parts accurately and expressively at a minimal level of level 1 to 2 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal difficulty level of 1 on the difficulty rating scale at the first reading individually and as an ensemble member 3. Demonstrate understanding of modalities 		
2. Creation of Music	<ol style="list-style-type: none"> 1. Sequence four to eight measures of music melodically and rhythmically 2. Improvise short melodic phrases over accompaniment 		
3. Theory of Music	<ol style="list-style-type: none"> 1. Identification, and rhythmic demonstration of, multiple and changing meter signatures in music 2. Notation of level 1 compositions using the appropriate clef for instrument and/or voice 3. Analysis of musical elements in a level 1 composition or performance 		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Analysis, through compare and contrast, of music performances and compositions using detailed criteria and vocabulary 2. Articulation and analysis of individual experiences in music 		

8TH GRADE CURRICULUM ESSENTIALS OVERVIEW: INSTRUMENTAL MUSIC

Course Description		Topics at a Glance	
<p>Students in this course build on skills and concepts learned in previous years. Students focus on playing longer and more difficult pieces of music (grade 2.5-3 on a scale of 1-6) and the skills needed to become an effective soloist. Students will continue to expand their musical experience through creation, theory and aesthetic valuation. Culminating performances are a meaningful component of this full year course.</p>		<ul style="list-style-type: none"> • Perform Music • Sight Sing Music • Understand Modalities • Sequence Music • Improvise Music • Identify Meters • Notate Music • Analyze Music • Critique Music • Describe Music 	
Assessments		Effective Components of a BVSD Eighth Grade Instrumental Music Program	
<ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance task (planning, in-progress, final) • Critiques (group discussion, written reflection, in-progress) • Peer assessments • Self assessments • Non-CSAP music assessments 		<ul style="list-style-type: none"> • Actively engages and motivates students in the process of learning music • Provides learning activities that are appropriate in complexity and pacing • Models and demonstrates accurate and artistic musical technique • Selects challenging yet realistic literature for performance • Introduces and expects appropriate use of music vocabulary • Provides opportunities for individual and multiple groupings • Differentiates music instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates music with other content areas with an emphasis on literacy 	
Grade Level Expectations			
Standard	Big Ideas in Eighth Grade (Grade Level Expectations)		
1. Expression of Music	<ol style="list-style-type: none"> 1. Perform music in four or more parts accurately and expressively at a minimal level of 2 to 3 on the difficulty rating scale 2. Perform music accurately and expressively at the minimal level of 1 to 2 on the difficulty rating scale at the first reading 3. Demonstrate contrasting modalities through performance 		
2. Creation of Music	<ol style="list-style-type: none"> 1. Create music using melodic and harmonic sequences 2. Arrange a simple existing composition 3. Improvise over simple harmonic progressions 		
3. Theory of Music	<ol style="list-style-type: none"> 1. Transcription, and rhythmic demonstration of, multiple and changing meter signatures 2. Notation of level 2 compositions 3. Identification of musical elements in a level 2 composition or performance 		
4. Aesthetic Valuation of Music	<ol style="list-style-type: none"> 1. Evaluation of musical performances and compositions using advanced criteria 2. Articulation of music's role and cultural tradition in American history and society 		