

Wilmette Public Schools, District 39
Grades 5-8 Instrumental Music Curriculum –

Statement of Philosophy

Music is a unique form of human expression that is universal and essential. As an ineffable aural art form, music communicates ideas and emotions. Music education is an independent and integral part of the development of the whole child. Through music education, District 39 students will become literate in the elements of music while developing performance skills and a lifelong appreciation of music.

The fundamental music processes in which students engage are performing, creating, listening, analyzing, evaluating and discovering meaning. Although the music curriculum map presents each process separately, District 39 believes that these processes are meaningfully integrated to achieve a balanced and comprehensive experience of study in music.

National and State Standards

STATE GOAL 25: Know the language of the arts.

Understand the sensory elements, organizational principles, and expressive qualities

- ∞ **NSM 6.** Listening to, analyzing, describing music

- ∞ **NSM 7.** Evaluating music and music performances

Understand the similarities, distinctions, and connections in and among the arts

- ∞ **NSM 8.** Understanding relationships between music, the other arts, and disciplines outside the arts

STATE GOAL 26: Through creating and performing, understand how works of art are produced.

Understand processes, traditional tools, and modern technologies used in the arts

- ∞ **NSM 5.** Reading and notating music

Apply skills and knowledge necessary to create and perform in one or more of the arts

- ∞ **NSM 1.** Singing

- ∞ **NSM 2.** Performing

- ∞ **NSM 3.** Improvising

- ∞ **NSM 4.** Composing

STATE GOAL 27: Understand the role of the arts in civilizations, past and present.

Analyze how the arts function in history, society, and everyday life
 Understand how the arts shape and reflect history, society, and everyday life

- ∞ **NSM 9.** Understanding music in relation to history and culture

Best Practices in Music Education

Best instructional practices in a music classroom should:

- ∞ develop skills and techniques that are required to create and perform music.
- ∞ provide students with a variety of quality repertoire.
- ∞ promote active learning that allows for inherent sound and movement.
- ∞ engage students in common musical goals through cooperation and collaboration to build a musical community.
- ∞ develop a musical environment that is inclusive and respectful of all learning profiles.
- ∞ use formative and summative authentic assessments to guide teaching and learning.
- ∞ provide opportunities for student choice as part of their musical experiences.
- ∞ develop student responsibility for musical growth.
- ∞ connect and integrate with other disciplines and the real world.
- ∞ develop persistence and resilience.
- ∞ provide musical experiences that promote higher-order thinking
- ∞ encourage coaching, modeling, and demonstrating by teachers and

Characteristics of Successful Learners

- Transfers knowledge to new situations
- Thinks flexibly
- Is a self-directed learner
- Thinks reflectively
- Listens actively
- Demonstrates perseverance
- Strives for personal best
- Takes responsible risks
- Acts responsibly
- Responds effectively
- Maintains focus
- Thinks interdependently
- Self-advocates

Big Ideas

- ∞ Music is a unique form of human expression that is universal and essential.
- ∞ As an ineffable aural art form, music communicates ideas and emotions.
- ∞ A musical learner is a person who performs or practices music. They undergo the experience of musical creation and can communicate using the language of music.
- ∞ Musical learners possess the traits of successful learners. Persistence, managing impulsivity, understanding with empathy, thinking flexibly, taking responsible risks, creativity, and imagination are

examples of these traits.

Essential Questions

- ∞ What is the purpose of music?
- ∞ What are the properties that make music a unique art form?

Perform

Domain specific vocabulary: dynamics (forte, piano, mezzo), notation, clef, rest, tonality (melody, harmony), articulations (staccato, slur), bowing, tempo (andante, allegro, moderato), embouchure, key, conductor

Academic vocabulary: interpretation, range, accompaniment, duration, gesture, breathing, technique, posture, rehearse

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>How do musical skills contribute to the classification of style in music?</p> <p>How can students use body, voice, and instruments as a means of musical expression?</p>	<p>Perform</p> <ul style="list-style-type: none"> ∞ the act of working together with an understanding of how the musical elements tone, melody, form, rhythm, harmony, notational literacy, expression are interrelated and work together ∞ the understanding of how different instruments and voices function together in an ensemble setting 	<p>Summative Assessment Students will perform pieces of music in various styles.</p> <p>Formative Understandings On an individual instrument:</p> <p>Grade 5 Produce characteristic tone Perform melodic range of 5-8 notes Perform percussion rudiments Understand the principles of intonation Identify and interpret printed rhythms Read and understand duple and triple meter time signatures Recognize and respond to dynamic markings Recognize and respond to articulations Recognize and respond to bow markings Perform key signatures Interpret sharps, flats, and naturals Interpret standard notation and appropriate clefs Assemble, disassemble, care for instrument as directed Understand proper playing position, hand position, and posture Develop appropriate rehearsal habits Follow standard conducting patterns</p> <p>Grade 6 (Reinforce prior skills and understandings) Expand melodic range beyond one octave Expand percussion rudiments Apply the principles of intonation Demonstrate internal pulse Read and understand compound meter time signatures</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources State repertoire lists (i.e. http://www.tsmp.org/band/band/allen_repertoire.html, or from New York, Iowa, Florida) http://www.jwpepper.com http://www.nafme.org/</p> <p>Student Resources method books SmartMusic ® 150 Original Exercises in Unison for Band or Orchestra 40 Rhythmical Studies in Unison for Band</p> <p>Tuner Keyboard Varied repertoire</p>

		<p>Grade 7 (Reinforce prior skills and understandings) Expand melodic range Interpret and apply rhythms in a variety of musical settings Interpret and apply dynamics Interpret and apply articulations Interpret and apply bow markings Expand percussion rudiments Read and understand mixed meter time signatures</p> <p>Grade 8 (Reinforce prior skills and understandings)</p> <p>Grade 7 & 8 Jazz Band (Reinforce prior skills and understandings) Interpret written notation in a non-standard way</p>	
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Create

Domain specific vocabulary: melodic variation, aleatoric

Academic vocabulary: improvisation, experimentation, variation, composition, composer, form

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>How is music created?</p> <p>Why is creating music important?</p> <p>What inspires someone to create a piece of music?</p> <p>How does creating music contribute to musical literacy?</p>	<p>Create</p> <ul style="list-style-type: none"> ∞ the application of musical elements to the act of composition or improvisation <p>Musicians create in various ways, such as:</p> <ul style="list-style-type: none"> ∞ recording musical thoughts in standard notation ∞ creating imitations of musical passages ∞ writing original melodies and short compositions 	<p>Summative Assessment Students will create a rhythmic or melodic idea.</p> <p>Formative Understandings</p> <p>Grade 5 Play a simple rhythmic variation Play a simple melodic variation Finish partially written phrases</p> <p>Grade 6 (Reinforce prior skills and understandings) Create variations on a simple scale fragment or known melodies</p> <p>Grade 7 and 8 (Reinforce prior skills and understandings) Play repertoire that includes improvisational techniques</p> <p>Grade 7 and 8 Jazz Band (Reinforce prior skills and understandings) Develop rudimentary improvisation skills</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources Finale ® Sibelius ®</p> <p>Student Resources method books SmartMusic ®</p> <p>Websites Finale notebook®</p>

Listen, Analyze, Evaluate

Domain specific vocabulary: tonality, cadences, articulations, timbre

Academic vocabulary: accompaniment, style, active listening, guided listening, compare, contrast, evaluate

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What is guided listening?</p> <p>What is active listening?</p> <p>What are the roles of guided and active listening in an ensemble setting?</p> <p>How does guided and active listening lead to musical performing decisions?</p> <p>How does listening and analyzing music contribute to musical literacy?</p>	<p>Musicians are always developing active listening skills.</p> <p>Active listeners analyze and evaluate musical elements such as tone quality, pitch, and rhythm.</p> <p>Active listeners understand how the elements of music are interrelated and work together.</p> <p>Musicians make informed musical decisions in an ensemble based on listening skills.</p>	<p>Summative Assessment Analyze and evaluate a musical performance.</p> <p>Formative Understandings</p> <p>Grade 5 Engage in guided listening activities Identify/distinguish between duple/triple meter, strong/weak beat, major/minor chords, whole/half steps, separated/slurred articulations Recognize a tune in various keys</p> <p>Grade 6 (Reinforce prior skills and understandings) Identify which instruments are playing the melody and accompaniment parts Compare and contrast between listening examples Evaluate individual and ensemble performance</p> <p>Grade 7 (Reinforce prior skills and understandings) Identify/distinguish between tonality, style, expressive qualities, and timbre Apply listening evaluation such as accuracy, quality Analyze characteristics of quality performance Apply self-evaluation to performance</p> <p>Grade 8 (Reinforce prior skills and understandings) Identify key signature changes Distinguish between cadences Identify accuracy in the performed interpretation of printed music</p> <p>Grade 7 and 8 Jazz Band Identify a blues scale Identify/distinguish between swing, Latin, and rock styles</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources varied repertoire varied recordings</p> <p>Student Resources method books SmartMusic ®</p> <p>YouTube Publisher websites for listening samples</p> <p>Tuner Keyboard</p>

		Compare and contrast how the musical elements, such as syncopation and four-part harmony, are interpreted in classical and jazz styles Evaluate improvised solos	
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Discover Meaning

Domain specific vocabulary: repertoire
Academic vocabulary: community, culture, multicultural, history, communication

Guiding Questions	Concepts	Assessments of Knowledge and Skills	Teaching Resources
<p>What makes music meaningful?</p> <p>How is culture shaped by music, and vice versa?</p> <p>What trends in music evolve over time?</p> <p>How has music defined historical time periods?</p> <p>How is music a universal language?</p>	<p>Music expands the ability to communicate with and understand others.</p> <p>Music evokes the emotions and helps to retain memories of events and their impact.</p>	<p style="text-align: center;">Summative Assessment</p> <p>Connect musical experiences to self, community, culture, and history.</p> <p>Formative Understandings</p> <p>Grade 5 & 6 Explore national, multicultural and historical aspects of selected repertoires</p> <p>Grade 7 (Reinforce prior skills and understandings) Describe national, multicultural and historical aspects of selected repertoires</p> <p>Grade 8 (Reinforce prior skills and understandings) Recognize national, multicultural and historical aspects of selected repertoires</p>	<p><i>Each year a teacher may use various books and Internet resources to enhance and further develop a lesson.</i></p> <p>Teacher Resources multicultural and national repertoire <i>Star-Spangled Banner</i> <i>America, the Beautiful</i> varied recordings</p> <p>Student Resources method books SmartMusic ®</p>