<table>
<thead>
<tr>
<th>Week</th>
<th>Marking Period 1</th>
<th>Week</th>
<th>Marking Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administer beginning of year benchmark</td>
<td>21</td>
<td>Reinforce proper breath control and breathing techniques</td>
</tr>
<tr>
<td>2</td>
<td>Learning rhythmic notation through aural, visual, and kinesthetic activities</td>
<td>22</td>
<td>Video-tape / audio tape recording rehearsals and performances will enable students to evaluate their product</td>
</tr>
<tr>
<td>3</td>
<td>Create and instill proper and successful practice habits</td>
<td>23</td>
<td>Discuss personal growth in performances Learn to develop evaluation tools so they can continue to assess their personal growth</td>
</tr>
<tr>
<td>4</td>
<td>Manipulate student bodies into the correct posture by using a variety of different exercises and methods</td>
<td>24</td>
<td>Discuss the changes in how music is currently produced, stored and transmitted through current technology and listening media</td>
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<tr>
<td>5</td>
<td>Demonstrate proper breathing techniques by using a variety of different exercises and methods</td>
<td>25</td>
<td>Discuss the changes in how music is currently produced, stored and transmitted through current technology and listening media</td>
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<tr>
<td>6</td>
<td>Study basic major and minor scales and chord structure (whole and half steps)</td>
<td>26</td>
<td>Play with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</td>
</tr>
<tr>
<td>7</td>
<td>Studying different scale and chord structures through various listening examples</td>
<td>27</td>
<td>Listen to and describing the many characteristics among genres of music</td>
</tr>
<tr>
<td>8</td>
<td>Identify time signatures, various musical symbols and terminology</td>
<td>28</td>
<td>Listen to and describing the many characteristics among genres of music</td>
</tr>
<tr>
<td>9</td>
<td>Identify and practice note and rest values of quarter, eighth, sixteenth, half, whole and dotted rhythmic no</td>
<td>29</td>
<td>Introduce basic arranging skills</td>
</tr>
<tr>
<td>10</td>
<td>Study and identify pitches on the Grand Staff</td>
<td>30</td>
<td>Video-tape / audio record rehearsals and performances will enable students to evaluate their product</td>
</tr>
<tr>
<td>Week</td>
<td>Marking Period 2</td>
<td>Week</td>
<td>Marking Period 4</td>
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<tr>
<td>11</td>
<td>Learn efficient ways to tune their instrument with and without a tuner</td>
<td>31</td>
<td>Play with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</td>
</tr>
<tr>
<td>12</td>
<td>Discover environmental factors that will affect the tuning of an instrument</td>
<td>32</td>
<td>Play with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</td>
</tr>
<tr>
<td>13</td>
<td>Sing with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</td>
<td>33</td>
<td>Play with adequate tone quality, intonation, and space in different dynamic levels (loud or soft)</td>
</tr>
<tr>
<td>14</td>
<td>Concert preparation</td>
<td>34</td>
<td>Work individually and in small groups to develop and improve stage presentation, musical elements, and ensembleship</td>
</tr>
<tr>
<td>15</td>
<td>Concert rehearsal and performance</td>
<td>35</td>
<td>Learn effective techniques and strategies to better prepare for the performance</td>
</tr>
<tr>
<td>16</td>
<td>Perform, note, and compose melodic examples</td>
<td>36</td>
<td>Concert rehearsal and performance</td>
</tr>
<tr>
<td>17</td>
<td>Observe proper mannerisms and other performance etiquette of instrumentalists while they are performing</td>
<td>37</td>
<td>Listening to various recordings of artists performing different styles and genres of music</td>
</tr>
<tr>
<td>18</td>
<td>Learn to sight play music in a variety of difficulties</td>
<td>38</td>
<td>Study professional vocal techniques help to strengthen music awareness</td>
</tr>
<tr>
<td>19</td>
<td>Prepare for Mid-term exam</td>
<td>39</td>
<td>Prepare for Final exams</td>
</tr>
<tr>
<td>20</td>
<td>Exams</td>
<td>40</td>
<td>Final exam and closing benchmark</td>
</tr>
</tbody>
</table>
### OTHS Instrumental Music Curriculum

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Music Theory</th>
</tr>
</thead>
</table>

#### Enduring Understandings
- Anyone is able to learn about and perform music
- Music is a vital part of a culture
- Music is a “universal language” that is spoken and read
- Music is a communication tool comprised of different elements that cohesively work together to create unique and sophisticated products
- Rhythmic and melodic notation facilitate the learning of music on an instrument
- Knowledge and manipulation of these elements create different styles of music
- Music can be taught, learned, and performed through a variety of methodologies

#### Essential Questions
- How will the study of music theory enable the student to better comprehend and appreciate music and become a more competent musician?
- How are the elements of music important in a musical work?
- How do we follow along with the basic components of music?
- How does notation express musical ideas?
- How does the knowledge of music theory support the success of learning to read music?

#### NJSLS

| NJSLS | NJSLS 1.1.12.1, 1.1.12.2, 1.1.12.B.1, 1.3.12.2, 1.3.12.3, 1.3.12.4, 1.3.12.B.4 |

#### Key Concepts and Skills

**Students will:**
- Identify and read notes on the Grand Staff
- Identify and perform note and rest values of the following values: whole, half, quarter, eighth, sixteenth, and dotted
- Identify key signatures, melodic intervals, and pitch
- Identify time signatures, various musical symbols, and terminology
- Identify basic major and minor scales including whole steps and half steps
- Learn basic rhythmic and melodic dictation
- Learn and practice basic sight reading skills

#### Learning Activities

- Daily warm-up exercises
- Studying and identifying pitches on the Grand Staff
- Learning different rhythmic and melodic notation through a variety of aural, visual, and kinesthetic activities
- Identifying and defining various musical symbols and terminology
- Studying different scale and chord structures through various listening examples
- Notating and identifying major and minor key signatures
- Notating and performing all major scales
- Sight reading basic melodies
- Composing, notating, and performing rhythmic and melodic examples

#### Assessments

- Daily warm-ups
- Class participation
- Class discussion
- Homework assignments and worksheets
- Tests and quizzes
OTHS Instrumental Music Curriculum

- Sight reading and dictation tests
- Growth
- Teacher observation and evaluation

### 21 Century Skills

<table>
<thead>
<tr>
<th>X</th>
<th>Creativity</th>
<th>X</th>
<th>Critical Thinking</th>
<th>X</th>
<th>Communication</th>
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<td>X</td>
<td>Life &amp; Career Skills</td>
<td>Information Literacy</td>
<td>Media Literacy</td>
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</tr>
</tbody>
</table>

### Technology Integration

- Digital projector
- ELMO document projector
- Sound system for music playback
- Music composition software
- Music notation software
- Warm-up exercises

### Instrumental Music

#### Unit 2 Instrumental Playing and Technique

#### Enduring Understandings

- Knowledge of the fundamentals and different elements of music are essential in learning to play an instrument
- Increase awareness of the importance of warming up your instrument and how it relates to the quality of your tone production
- Increase awareness of good practice habits and relate to the success of a quality performance
- Increase awareness of bad practice habits and how they can negatively affect performance quality
- Increase awareness of poor posture and inadequate breath support and how it affects sound production
- Increase awareness of different articulation symbols
- Examine the anatomy of the diaphragm, throat, mouth, tongue, and embouchure and the process of how sound is produced
- Knowledge of the proper techniques to care for the body
- Increase awareness of importance of tuning the instrument

#### Essential Questions

- How can the student work to maximize his or her potential as an instrumentalist?
- How can the student develop the knowledge and skills that will strengthen his or her instrumental music awareness?
- How can a strong foundation of musical vocabulary be useful in playing an instrument?
- How can good practice habits make a better performer and lead to a better performance?
- How will bad practice habits ultimately make a performance suffer?
- Why must a performer be aware of their entire body while playing?
- How does proper posture and manipulation of the body create good tone production?
- Why is it essential for a performer to use strong breath support?
- How do different articulation symbols enhance a performance?
- What are different exercises and tasks we can do to build and maintain superior
# OTHS Instrumental Music Curriculum

**Key Concepts and Skills**

Students will:
- Perform with adequate tone quality, intonation, and timbre
- Recognize how practicing with correct techniques and hard work will ultimately enable students to perform successfully
- Develop a better understanding of theory and reading music while playing
- Utilize knowledge of scales, intervals, and musical terminology while performing warm-ups
- Show personal growth in their playing each week
- Perform various songs at appropriate levels for each individual
- Demonstrate proper and improper posture through different visual examples
- Implement and practice proper breath control and breathing techniques and exercises
- Practice different articulation symbols on various warm-ups and scales
- Observe proper mannerisms and other performance etiquette of instrumentalists while they are performing
- Learn efficient ways to tune their instrument with and without a tuner
- Discover environmental factors that will affect the tuning of an instrument

**Learning Activities**

- Daily warm-up exercises
- Increasing skill level through working individually and in groups
- Studying professional instrumental techniques help to acquire the knowledge and skills to strengthen musical awareness
- Achieving fluency by focusing and practicing the given task
- Learning to sight read music of different skill levels that will assist students in pieces performed
- Learning to play different repertoire from a variety of different time periods and styles
- Manipulate bodies into different postures to differentiate between proper and improper posture techniques
- Learn and demonstrate proper breathing techniques
- Various group activities which will allow students to peer-critique each other’s performance techniques
- Demonstrate tuning instrument in different settings

**Assessments**

- Class participation
- Class discussion
- Homework assignments and worksheets
- Tests and quizzes
- Sight reading and dictation tests
- Growth
- Teacher observation and evaluation
- Self-assessment

**21 Century Skills**

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</table>
## Instrumental Music

### Technology Integration

- Digital projector
- ELMO document projector
- Sound system for music playback
- Music composition software
- Media of different performances
- Models of breath support anatomy
- Recording equipment

### Instrumental Music

#### Unit 3  Listening and Music Appreciation

**Enduring Understandings**

- Music is a reflection of culture and the time period in which it was created
- Music interpreted by one individual may differ from another based on several factors including experience and knowledge
- Elements of music are combined to create different styles and effects
- Different instruments performing the same music will sound different based on the timbre of the instrument
- Advances in technology have changed the way music is taught, learned, practiced, performed, and understood

**Essential Questions**

- How can the student work to maximize his or her potential as an instrumentalist?
- How can the student develop the knowledge and skills that will strengthen his or her instrumental music awareness?
- How can a strong foundation of musical vocabulary be useful in playing an instrument?
- How can good practice habits make a better performer and lead to a better performance?
- How will bad practice habits ultimately make a performance suffer?
- Why must a performer be aware of their entire body while playing?
- How does proper posture and manipulation of the body create good tone production?
- Why is it essential for a performer to use strong breath support?
- How do different articulation symbols enhance a performance?
- What are different exercises and tasks we can do to build and maintain superior performance health?

**NJSLS**


**Key Concepts and Skills**

Students will:

- Describe the characteristics between music from different time periods and styles
- Identify individual characteristics of specific performers through various listening examples
- Develop individual preferences to the music studied in class through various listening examples
- Discuss the development of music and how it has led to music today
- Pinpoint different musical aspects that are pleasing and not pleasing to students’ ear

**Learning Activities**

- Listening to various recordings of artists performing different styles and genres of music
- Listening to and describing the many characteristics among styles of music
## OTHS Instrumental Music Curriculum

- Discuss changes in current methods of music production, storage, and transmission through different technology and listening media
- Discussing and describing music preference through individual listening techniques

### Assessments

- Class participation
- Class discussion
- Homework assignments and worksheets
- Listening assignments and projects
- Tests and quizzes
- Teacher observation and evaluation

### 21 Century Skills

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| X | Life & Career Skills | X | Information Literacy | X | Media Literacy |

### Technology Integration

- Digital projector
- ELMO document projector
- Sound system for music playback
- Music composition software

### Instrumental Music

#### Unit 4  Performance Etiquette and Critique

### Enduring Understandings

- Increase awareness of the importance of maintaining professional demeanor before, during, and after any performance
- A successful performance requires control over the entire body, including movements and breathing
- A successful, professional performer utilizes a sound knowledge of the fundamentals of music
- The professionalism of a performance leaves a lasting impression on the audience
- Preparing sufficiently will enhance your overall performance
- It is imperative to attend rehearsals and performances in a timely fashion and participate fully
- The ability to critique and describe a performance is essential to mature as a musician

### Essential Questions

- How do I build and maintain confidence in myself?
- Have I shown growth?
- What skills are needed to recognize the quality of a performance?
- How does proper etiquette enhance the overall musical experience for the performer and the audience?
- How will the concepts discussed and practiced in a rehearsal help me become a better musician?
- What vocabulary is used to critique a performance?

### NJSLS

| 1.4.12.B.1, 1.4.12.B.2 |

### Key Concepts and Skills

Students will:

- Demonstrate proper etiquette and respect while observing others during rehearsals and throughout performances
- Show personal growth in performances
- Learn to develop evaluation tools so they can continue to assess their personal growth in the
## OTHS Instrumental Music Curriculum

- Fully participate during rehearsals and performances
- Build confidence through different performances opportunities
- Learn vocabulary to evaluate and discuss principles and elements of a performance
- Develop critiquing skills in order to rightly evaluate self, peer, or other performances

### Learning Activities

- Working individually and in small groups to develop and improve stage presentation and musical elements
- Learning effective techniques and strategies to better prepare for a performance
- Performing for others on stage helps to become more comfortable in a performance setting
- Videotaping / audio recording rehearsals and performances will enable students to evaluate their product
- Holding discussions of musical interpretation and critique
- Implementing cooperative learning and group participation

### Assessments

- Class participation
- Class discussion
- Homework assignments and worksheets
- Listening assignments and projects
- Tests and quizzes
- Teacher observation and evaluation
- Peer evaluation
- Self-evaluation
- Audience response
- Group demonstrations
- Individual demonstrations

### 21 Century Skills

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### Technology Integration

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- Sound system for music playback
- Music composition software
- Video/audio recording device