



LESTER C. NOECKER SCHOOL
ROSELAND SCHOOL DISTRICT

Instrumental Music Curriculum

Approved by the Roseland Board of Education

August 2025

Instrumental Music

RATIONALE

Music is a unique form of communication that exceeds every boundary of verbal interaction known to man. Recent studies point to the connection between music and improved academic scores, as well as enhanced neurobiological development. Participation in instrumental music challenges students to strengthen and utilize individual skills to improve group performance and provides opportunities for self, peer, and group critique. This elementary instrumental curriculum encourages students to work collaboratively, to utilize critical thinking skills to solve problems, and to develop creative potential through music. Teachers will incorporate Career Readiness, Life Literacies, and Key Skills standards within their lessons. The goal is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

Interdisciplinary Connections:	Integration of Technology	Integration of 21st Century Skills:
Math <ul style="list-style-type: none">Counting rhythms, note values, and time signatures (fractions)Patterns in music (repeated phrases, sequences)Understanding tempo and beats per minute (BPM) Language Arts <ul style="list-style-type: none">Reading and decoding music notation as a form of literacyExpressing emotions and storytelling through	8.1.2.DA.3: Identify and describe patterns in data visualizations 8.1.2.DA.4: Make predictions based on data using charts or graphs	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

<p>music</p> <ul style="list-style-type: none"> • Using descriptive words to analyze music (e.g., dynamics, tempo, articulation) <p>Science</p> <ul style="list-style-type: none"> • Sound waves and vibration (how instruments produce sound) • Anatomy of the ear and how we perceive music • Properties of materials affecting instrument timbre <p>Social Studies</p> <ul style="list-style-type: none"> • Exploring music from different cultures and historical periods • Music as a form of storytelling and oral tradition • Connections between music and major historical events <p>Visual Arts</p> <ul style="list-style-type: none"> • Graphic notation and visual representation of sound • Designing concert posters or instrument decorations • Connections between colors, emotions, and musical moods <p>Physical Education</p> <ul style="list-style-type: none"> • Proper posture and breathing techniques for 		
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<ul style="list-style-type: none"> playing instruments • Coordination and motor skills in drumming and mallet instruments • Movement and rhythm activities <p>Technology</p> <ul style="list-style-type: none"> • Using digital tools for composition and notation (e.g., GarageBand, Noteflight) • Recording and analyzing performances • Exploring electronic and synthesized music 		
Assessment	<u>Integrated Accommodations & Modifications</u>	Career Education
<ol style="list-style-type: none"> 1. Group discussions of performances utilizing appropriate terminology and positive feedback 2. Aural assessment (active and passive) utilizing appropriate musical technique. 3. Teacher evaluation of performance utilizing established criteria based on a rubric created independently. 4. Benchmark 5. Alternative 6. Formative 7. Summative 	<p>Click the link above for a list of accommodation and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;</p>	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

<p style="text-align: center;"><u>Assessments</u></p> <ol style="list-style-type: none"> 8. Group discussions of performances utilizing appropriate terminology and positive feedback 9. Aural assessment (active and passive) utilizing appropriate musical technique. 10. Teacher evaluation of performance utilizing established criteria based on a rubric created independently. 	<p style="text-align: center;"><u>Resources</u></p> <ol style="list-style-type: none"> 1. Instruments 2. Teacher-chosen performance repertoire 3. Appropriate method books 4. Recordings of performances and play-alongs from online resources
<p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none"> 1.1 All students will demonstrate an understanding of the elements and principles of music. 1.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society. 1.3 All students will utilize those skills, media, methods, and technologies appropriate to music in the creation, performance, and presentation of music. 1.4 All students will use aesthetic knowledge in the creation of an in response to instrumental music and will develop, apply, and reflect upon knowledge based on the process of critique. 	<p style="text-align: center;"><u>Standards</u></p> <ol style="list-style-type: none"> 1.1 Creating: All students will demonstrate an understanding of generating, organizing, refining, and documenting movements towards a completed product of art in instrumental music. 1.2 Performance: All students will synthesize those skills, media, methods, and anatomy appropriate to creating, performing, conveying meaning and/or presenting works of art in instrumental music 1.3 Responding: All students will demonstrate the ability to perceive and analyze products, interpret intent and meaning, and apply criteria to evaluate products to works of art in instrumental music 1.4 Connecting: All students will relate knowledge, personal experiences, and artistic ideas and works within societal, cultural, and historical contexts to deepen understanding of art in instrumental music

COURSE OUTLINES

Due to the unique nature of musical study, all musical and technical elements are taught simultaneously in order to strengthen the interrelationships between all musical elements, as well as musical understanding and performance.

ASSESSMENT STRATEGIES

Music is, by definition, a performance art. The vast majority of assessments in instrumental music classes are based on an evaluation of performance, both individual and ensemble. Performance criteria and goals are discussed at every instrumental lesson, and students become aware of this criteria through discussion, teacher demonstration and methods to improve their music technique skills. In all cases, assessment is a tool to ascertain that course goals and objectives are being met, as well as the method to develop knowledge aesthetics and performance skills.

Interdisciplinary Connections

Performing Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Music history has global implications, and is connected to people, places, and events of the past. The study of music focuses on deep understanding of concepts that enable students to think critically and systematically through singing, playing, listening, and movement.

Visual Arts, performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation.

Integration of the Computer Science and Design Thinking Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of Computer Science and Design Thinking to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Computer Science and Design Thinking empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of Computer Science and Design Thinking discretely supports all curricular areas and multiple levels of mastery for all students.

Integration of Career Readiness, Life Literacies, and Key Skills through NJSL 9

Creativity is a driving force in today's global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum. As the state of New Jersey works to transform public education to meet the needs of a changing world and the workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

Integration of Career Readiness, Life Literacies, and Key Skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the music field, exploration of Computer Science and Design Thinking career options, school performances as well as outside competitions eg. Dorney Park.

LEVEL I

Level I provides an introduction to the structure and technique of the instrument. Level

I also draws from prior learning in General Music classes,

1. Proper use and care of instrument
2. Tone production and articulation
3. Simple rhythms at appropriate levels of difficulty
4. Simple melodies from the score
5. Expression and dynamics
6. Role of the conductor
7. Perform music in varied meters
8. Perform music in major keys at appropriate level of difficulty
9. Critique self and group performances and rehearsals
10. Identify relationships to mathematics, social studies, science, and the visual arts Identify characteristics of music from different cultures or historical periods.

LEVEL II

Level II continues to build technical, aesthetic, and musical skills and knowledge through the medium of performance.

- 1 Perform repertoire at an appropriate level of musical and technical challenge.
- 2 Perform music with acceptable tone quality and intonation.
- 3 Perform more complex rhythms from the score.
- 4 Interpret melodic passages from the score.
- 5 Identify and utilize key signatures from 4 sharps to 4 flats.
- 6 Identify and interpret symbols for articulation and dynamics.
- 7 Describe the basic musical elements of various historical periods.
- 8 Evaluate self and group performance utilizing appropriate terminology.

LEVEL III.

Level III continues to build a strong understanding of the elements and aesthetics of music as applied to performance. Through the process of critique, students are increasingly capable of making judgments regarding the interpretation of their own performances.

- 1 . Perform music at an appropriate level of technical and musical challenge.
2. Perform music with appropriate tone quality and intonation.
3. Perform complex rhythm patterns and time signatures found in the repertoire.
4. Play expressively over the learned range of the instrument.
5. Utilize correct terminology to describe e and evaluate performances.
6. Perform music in appropriate major/minor keys.
7. Compare characteristics of musical composition to other art forms.
8. Compare musical elements found in two or more contrasting pieces.

REPERTOIRE

The educator's choice of performance repertoire is the single most important part of the music program. Repertoire should always be chosen by challenge and attainability. Musical piece selection is best made when consideration is broken into four categories.

Heads Hearts Hands Feet

Head: Is the piece intellectually challenging to your students?
examples: meter, first and second endings, repeats, tempo variation

Hands: Is the piece technically challenging to your students? examples:
key, range, speed, scale and intervallic passages

Heart: Does the piece provide aesthetic stimulation to your students?
example: melody, harmony, tonality

Feet: Does the piece have a rhythmic pocket/groove that is easily obtainable to your students?
example: rhythmic stability and repetition, standard form

Grade	September (20 Days)	October (21 days)	November (17 days)	December (15 days)	January (21 days)
3	Assembly/Disassembly, cleaning, holding instruments	Making a sound, playing the 4 open string notes	Quarter notes, Half notes	Whole notes, & Rests	Playing longer songs (4 to 5 lines)
4	Assembly/Disassembly, cleaning, holding instruments	Making a sound, playing first 5 notes, using the bow	Quarter notes, Half notes, Whole notes, & Rests	Eighth notes, Eighth rests, Adding new notes	Playing longer songs (4 to 5 lines)
5	Ties, Slurs, Breath Marks, Lift Bow	Pick up notes, D.C. Al Fine	Minor Finger Patterns, New Notes	1st and 2nd endings, Theme and Variations	Slurs, Hooked bow
6	Key Signatures (different finger patterns and fingerings)	D.C. Al Fine, D.S. Al Fine., Coda	Ties, Slurs, Hooked bow, Concert Bb scale, Chords	Syncopation, Enharmonics	New Notes, Playing in two part harmony, Duets

Grade	February (18 days)	March (21 days)	April (16 days)	May (21 days)	June (15 days)
3	Multi-measure rests, performing in an ensemble with good rhythm	Concert Preparation	D major scale and arpeggio	Songs using the D major Scale	Playing longer songs (4 to 5 lines) using the D major scale
4	Ties, Slurs, Breath Marks	Double Stops, Accents, Dotted Half Notes	Dynamics, $\frac{3}{4}$ time signature	Concert Preparation	Key Signatures

5	Staccato, Legato, Tenuto	Adding Flats and Sharps to Notes	Ties, Dotted Quarter/Eighth Note Rhythm	Register Jumps, Conducting in 4 and 4	Concert Preparation
6	Register Jumps, Conducting in 2/4 time	Cut Time, New Notes	Being able to play in three different key signatures	Rhythm Challenges, Scale Challenges	Concert Preparation

Grades 3-5

I. Playing

A. Woodwind, Brasswind, and Percussion Instruments

1. Learning proper fingering or grip technique
2. Ability to play at appropriate rhythm, time, and on cue
3. Ability to read notes on the staff (treble, alto, or bass clef depending on the instrument)
4. Ability to perform as an individual/group
5. Playing the first six notes of the major scale (D major for strings and Bb major for woodwinds/percussion)

II. Understanding Music

A. Music History

1. Learning about composers from various time periods

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music
2. Learning rhythmic notation symbols (whole, half, quarter, and 8th note rhythms and rests)

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
2. Applying fractions to understand note values
3. Time Signatures
4. Harmonic intervals in the major scale and major chord

B. Art and Visual Art

1. Creative expression
2. Combining choreography with music performance

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from various time periods and cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans
1. Using play-along tracks while practicing musical pieces

Grades 3-5

I. Playing

A. Woodwind, Brasswind, and Percussion Instruments

1. Learning proper fingering or grip technique
2. Ability to play at appropriate rhythm, time, and on cue
3. Ability to read notes on the staff (treble, alto, or bass clef depending on the instrument)
4. Ability to perform as an individual/group
5. Playing the major scale (D major for strings and Bb major for woodwinds/percussion)

II. Understanding Music

A. Music History

1. Learning about composers from various time periods

2. Discovering how music reflects events in history
3. Observing how composers are influenced by their cultures and events in history

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music
2. Learning rhythmic notation symbols (whole, half, quarter, and 8th note rhythms and rests)

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
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B. Art and Visual Art

1. Creative expression
2. Combining choreography with music performance

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from various time periods and cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches
3. Understanding how different materials and temperatures can affect an instruments sound quality and pitch

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans
2. Using play-along tracks while practicing musical pieces