

# **Instrumental Music III**

## **Fine Arts Curriculum Framework**

**Revised 2008**

Course Title: Instrumental Music III  
 Course/Unit Credit: 1  
 Course Number: 451050  
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
 Grades: 9-12  
 Prerequisite: Instrumental Music I & II

### Instrumental Music III

Instrumental Music III is a two-semester course designed for students who have successfully completed Instrumental Music II. Instrumental Music III students will demonstrate an ability to apply music fundamentals and instrumental techniques pertaining to brass, woodwind, percussion, and/or string instruments in the research, production, performance, and criticism of instrumental music. Students are expected to apply sight-reading skills, improvisational skills, and advanced performance techniques in solo, small group, and large group settings. Instrumental Music III students will critique instrumental music performances and deeply reflect upon the impact of instrumental music upon society as well as societal influences on instrumental music. Students will regularly perform instrumental music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals and will demonstrate successful completion of Instrumental Music III student learning expectations. Instrumental Music II is a prerequisite for this course. Instrumental Music III does not require Arkansas Department of Education approval.

Strand	Content Standard
Skills and Techniques	
	1. Students shall apply the essential skills and techniques to perform music.
Creative Expression	
	2. Students shall demonstrate creative expression through music.
Critical Analysis	
	3. Students shall listen to, describe, analyze, perform, and evaluate music.
Connections	
	4. Students shall make connections between music and other disciplines.

Strand: Skills and Techniques

Content Standard 1: Students shall apply the essential skills and techniques to perform music.

ST.1.IMIII.1	Demonstrate characteristic <i>tone</i> quality in <i>extended registers</i> using all <i>dynamic</i> levels
ST.1.IMIII.2	Perform <i>intervals</i> with accurate <i>intonation</i>
ST.1.IMIII.3	Demonstrate accurate <i>intonation</i> within large or small <i>ensembles</i>
ST.1.IMIII.4	Demonstrate <i>vertical alignment</i> within an <i>ensemble</i> <ul style="list-style-type: none"><li>• <i>internalizing beat</i></li><li>• following conductor (e.g., <i>preparatory beat, tempo changes, meter, rubato</i>)</li><li>• varied <i>meters</i> (e.g., <i>simple, compound, asymmetrical</i>)</li><li>• <i>rhythmic patterns</i> (e.g., dotted eighth and sixteenth <i>notes, syncopation, duplets, triplets, tied notes</i>)</li><li>• <i>meter</i> changes (e.g., <math>\frac{2}{4}</math> to <math>\frac{6}{8}</math>)</li></ul>
ST.1.IMIII.5	Perform in a small <i>ensemble</i> without a conductor
ST.1.IMIII.6	Perform <i>scales</i> by memory <ul style="list-style-type: none"><li>• <i>major</i> (e.g., C, G, D, A, E, B, F, Bb, Eb, Ab, Db, Gb)</li><li>• <i>minor</i> (e.g., a, e, b, f#, c#, g#, d, g, c, f, bb, eb)</li><li>• <i>chromatic</i></li></ul>

Strand: Skills and Techniques

Content Standard 1: Students shall apply the essential skills and techniques to perform music.

ST.1.IMIII.7	Perform <i>rudiments</i> by memory (e.g., single stroke, double stroke, five stroke, seven stroke roll, nine stroke roll, single paradiddle, double paradiddle, flam accent, flamacue, flam paradiddle, drag, double drag tap, single ratamacue)
ST.1.IMIII.8	Perform instrument-specific technique builders in various <i>major</i> and <i>minor keys</i> (e.g., <i>lip slurs</i> for brass, <i>arpeggios</i> , <i>thirds</i> , <i>etudes</i> , <i>chorales</i> , <i>tonguing</i> and <i>slurring patterns</i> , double stops for percussion, <i>octaves</i> )
ST.1.IMIII.9	Sight-read increasingly complex music literature

Strand: Creative Expression

Content Standard 2: Students shall demonstrate creative expression through music.

CE.2.IMIII.1	Perform music of greater complexity in contrasting <i>styles</i> (e.g., <i>marches, suites, overtures, Baroque, Romantic, Classical, ragtime, jazz</i> )
CE.2.IMIII.2	Improvise <i>rhythmic</i> and <i>melodic</i> variations utilizing different keys in a specific <i>style</i> and <i>meter</i>
CE.2.IMIII.3	Perform to achieve a characteristic <i>ensemble</i> sound at all <i>dynamic</i> levels (e.g., <i>balance, blend, intonation</i> )
CE.2.IMIII.4	Perform fundamental elements and principles of <i>phrasing</i> and <i>expression</i> <ul style="list-style-type: none"><li>• <i>tempi</i> (e.g., <i>grave, lento, andante, moderato, allegro, presto</i>)</li><li>• <i>expressive markings</i> (e.g., <i>cantabile, dolce, grandioso, maestoso</i>)</li><li>• <i>articulations</i> (e.g., <i>tenuto, staccato, legato, accents, marcato</i>)</li><li>• <i>dynamics</i> [e.g., <i>crescendo, decrescendo, pianissimo (pp), piano (p), mezzo piano (mp), mezzo forte (mf), forte (f), fortissimo (ff)</i>]</li></ul>

Strand: Critical Analysis

Content Standard 3: Students shall listen to, describe, analyze, perform, and evaluate music.

CA.3.IMIII.1	Compare and contrast examples of a varied <i>repertoire</i> of music (e.g., <i>classical, pop, jazz, marches</i> )
CA.3.IMIII.2	Develop criteria for evaluating instrumental music <i>performances</i>
CA.3.IMIII.3	Evaluate individual and group musical <i>performances</i> orally and in written format (e.g., <i>journal, blog, graphic organizer</i> )
CA.3.IMIII.4	Exhibit proper <i>etiquette</i> in rehearsal, <i>performances</i> , and audience settings

Strand: Connections

Content Standard 4: Students shall make connections between music and other disciplines.

C.4.IMIII.1	Describe characteristics of contemporary band literature with emphasis on Arkansas composers (e.g., Francis McBeth, Clifton Williams, William Grant Still)
C.4.IMIII.2	Research career opportunities in music education and <i>performance</i>
C.4.IMIII.3	Evaluate the role of music in various cultures throughout history
C.4.IMIII.4	Describe cultural and <i>technological</i> influences on music (e.g., <i>software, hardware, recording, Web 2.0</i> )
C.4.IMIII.5	Demonstrate <i>esprit de corps</i>

### Glossary for Instrumental Music III

Accents	A stress or emphasis placed on a <i>note</i> generally performed one dynamic level higher at the beginning of the <i>note</i> with space placed on each side of the <i>note</i>
Allegro	Fast, lively tempo
Andante	Moderately slow; a walking tempo
Arpeggios	Broken chords
Articulations	In instrumental music, the correct attack and decay of sound; in vocal music, the clear and effective utterance of vowels and consonants
Asymmetrical meter	A <i>meter</i> or time signature that has any combination of two plus three beats per measure (e.g., $\frac{5}{8}$ , $\frac{7}{8}$ , $\frac{5}{4}$ )
Balance	The equalization of sounds
Baroque	A musical period around 1600–1750
Blend	The melding of sounds within a group
Blog	An online <i>journal</i> that may include text, images, and interactive media
Cantabile	In a singing <i>style</i>
Chorales	Religious compositions originating in the 16 <sup>th</sup> Century Lutheran Church
Chromatic scale	A series of half steps
Classical	A musical period around 1750–1830
Compound meter	Beat divisible by three rather than two
Crescendo	Gradually get louder
Decrescendo	Gradually get softer
Dolce	Sweetly
Duplets	Two <i>notes</i> played in the time usually taken to play three
Dynamics	Loudness or softness of sound
Ensemble	Group of two or more
Espirit de corps	The morale of students that makes the members want to succeed as a group
Etiquette	Protocols for behavior during a rehearsal or a performance
Etudes	Musical exercises
Expression	Referring to <i>dynamics</i> , <i>tempo</i> , and <i>articulation</i> in a composition
Expressive markings	Symbols used to indicate dynamics, tempo, and articulation in a composition
Extended registers	Pitches beyond the usual range

Forte (f)	Loud
Fortissimo (ff)	Very loud
Grandioso	Majestic
Graphic organizer	Pictorial or graphical ways to organize information and thoughts for understanding, remembering, or writing (e.g., T-chart, Venn diagram, time line, cluster chart)
Grave	Serious
Hardware	Computer interface devices, such as microphones, speaker systems, cameras, MP3 players, electronic instruments, and interactive whiteboards
Internalizing beat	Feeling the musical pulse
Intervals	The distance between two or more pitches
Intonation	Degree of accuracy in which pitches are in tune
Jazz	An American musical <i>style</i> blending European and African influences
Journal	A short written reflection or reaction
Legato	Play as smoothly as possible
Lento	Slow
Lip slurs	Moving smoothly between two <i>notes</i>
Maestoso	Dignified
Major key	A key based on the <i>major scale</i>
Major scale	A sequence of eight <i>notes</i> arranged in the following specific pattern of whole and half steps, beginning and ending with the tonic: tonic, whole step, whole step, half step, whole step, whole step, whole step, half step to tonic
Marcato	Marked, accented
Marches	Military style
Melodic	Relating to melody, which is the tune or a series of pitches that moves up or down, or stays the same
Meter	A pattern of fixed beats as indicated by time signature
Mezzo forte (mf)	Moderately loud
Mezzo piano (mp)	Moderately soft
Minor key	A key based on the <i>minor scale</i>
Minor scale	Has the same <i>tones</i> as the <i>major scale</i> , but uses the sixth <i>tone</i> of the <i>major scale</i> as its tonic, resulting in the following pattern: tonic, whole step, half step, whole step, whole step, half step, whole step, whole step to tonic
Moderato	Moderate <i>tempo</i>
Notes	Symbols used to indicate pitch and/or duration
Octaves	An interval spanning seven diatonic degrees or eleven half steps
Overtures	A musical introduction in a play, opera, or ballet
Performance	To play, sing, or move in formal or informal settings
Phrasing	Observing the musical sentence

Pianissimo (pp)	Very soft
Piano (p)	Soft
Pop	A modern <i>style</i> of music characterized by its popularity
Preparatory beat	Conducting gesture
Presto	Fast <i>tempo</i>
Ragtime	An American musical <i>style</i> characterized by "ragged" or syncopated rhythms
Recording	Reproducing sound using computer-based audio, video and stand alone sound systems (e.g., portable and component)
Repertoire	List of music pieces which a group or person has prepared or performed
Rhythmic patterns	A specific grouping of rhythms used in teaching, reading, and writing music
Rhythmic	Related to rhythm, which is the pattern of long and short sounds and silences in music
Romantic	A musical period around 1815-1915
Rubato	Speeding up or slowing down of <i>tempo</i> at the discretion of the conductor; usually used to make the music more expressive or natural
Rudiments	<i>Rhythm patterns</i> used as exercises
Scales	Ascending or descending patterns of whole and half steps
Simple meter	Accented beats of each measure divisible by two
Slurring patterns	Specific grouping of slurs used as teaching exercises
Software	Computer-based programs for notating, arranging, synthesizing, and otherwise manipulating music
Staccato	Short and detached
Style	A characteristic of a particular person or group of people or period that make genres of music unique (e.g., folk, symphony)
Suites	A set of short pieces in dance form that can stand alone or as a group
Syncopation	Rhythmic effect which places emphasis on a weak or off beat
Technological	A term relating to computers, sound systems, projectors, the Internet, and other modern communication media
Tempi	Plural for tempo, which is speed of the beat
Tempo changes	Alterations in the speed of the beat
Tenuto	Sustain <i>notes</i> for full value
Thirds	An interval of one-and-a-half or two steps
Tied notes	Two <i>notes</i> of like pitch connected by a curved line
Tone	A musical sound on a specific pitch
Tonguing	Using the tongue to articulate <i>notes</i>
Triplets	A rhythmic grouping of three
Vertical alignment	Ensemble precision
Web 2.0	Interactive, user-created World Wide Web content, such as Podcasts, blogs, Wikis, and mashups