

Instrumental Music I

Fine Arts Curriculum Framework

Revised 2008

Course Title: Instrumental Music I
 Course/Unit Credit: 1
 Course Number: 451000
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Instrumental Music I

Instrumental Music I is a two-semester course designed to teach students music fundamentals and instrumental techniques pertaining to brass, woodwind, percussion, and/or string instruments. Instrumental Music I students are expected to develop beginning performance techniques in solo, small group, and large group settings, with emphasis on reading and performing using appropriate articulation, dynamics, and interpretive skills. Students will perform instrumental music in a variety of settings including, but not limited to, concerts, solo and ensemble performances, and festivals. Students will critique and reflect on their own performances and the performances of others. Students will make connections between music traditions and other arts, disciplines, and cultures. Students will apply rudiments of music and fundamentals of creative expression to performance and will demonstrate successful completion of Instrumental Music I student learning expectations. Instrumental Music I is required by the Standards for Accreditation and 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.IMI.1	Demonstrate characteristic <i>tone</i> quality in practical <i>registers</i> using moderate <i>dynamic</i> levels
ST.1.IMI.2	Demonstrate accurate <i>intonation</i> (e.g., <i>tubing length</i> , <i>alternate fingerings</i> , individual instruments, <i>instrumental pitch tendencies</i> , <i>chords</i>)
ST.1.IMI.3	Demonstrate <i>vertical alignment</i> within an <i>ensemble</i> <ul style="list-style-type: none">• <i>internalizing beat</i>• following conductor (e.g., <i>preparatory beat</i>, <i>tempo changes</i>, <i>meter</i>)• varied <i>meters</i> (e.g., <i>simple</i>, <i>compound</i>, <i>asymmetrical</i>)• <i>rhythmic patterns</i> (e.g., dotted eighth and sixteenth <i>notes</i>, <i>syncopation</i>, <i>triplets</i>)• <i>meter changes</i> (e.g., $\frac{2}{4}$ to $\frac{6}{8}$)
ST.1.IMI.4	Perform <i>scales</i> by memory (e.g., <i>major</i> , <i>minor</i> , <i>chromatic</i>)
ST.1.IMI.5	Perform <i>rudiments</i> by memory (e.g., single stroke roll, long roll, five stroke roll, seven stroke roll, nine stroke roll, flam, paradiddle)
ST.1.IMI.6	Perform instrument-specific technique builders (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.IMI.7	<i>Sight-read</i> simple music literature

Strand: Creative Expression

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

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

Strand: Critical Analysis

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

CA.3.IMI.1	Identify examples of a varied <i>repertoire</i> of music (e.g., <i>classical, pop, jazz, marches</i>)
CA.3.IMI.2	Demonstrate understanding of music <i>notation</i> and <i>symbols</i> by reading and performing music
CA.3.IMI.3	Develop criteria for evaluating individual and group musical <i>performances</i>
CA.3.IMI.4	Evaluate a <i>performance, arrangement, or improvisation</i> by comparing to exemplary models
CA.3.IMI.5	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.IMI.1	Describe characteristics (e.g., setting, plot, historical significance) of <i>program music</i> (e.g., <u>Peter and the Wolf</u> , <u>The Tempest</u> , <u>The Great Locomotive Chase</u> , <u>The Light in the Window</u>)
C.4.IMI.2	Identify the role and function of instrumental music in lifelong learning
C.4.IMI.3	Identify musical traditions from a variety of cultures
C.4.IMI.4	Identify musical traditions that relate to other arts and other disciplines (e.g., <i>Baroque</i> , <i>Romantic</i> , non-Western)
C.4.IMI.5	Describe cultural and <i>technological</i> influences on music (e.g., <i>software</i> , <i>hardware</i> , <i>recording</i> , <i>Web 2.0</i>)
C.4.IMI.6	Demonstrate <i>esprit de corps</i>

Glossary for Instrumental Music I

Accents	A stress or emphasis placed on a <i>note</i> generally performed one <i>dynamic</i> level higher at the beginning of the <i>note</i> with space placed on each side of the <i>note</i>
Allegro	Fast, lively <i>tempo</i>
Alternate fingerings	Substitutions for traditional fingerings
Andante	Moderately slow; a walking <i>tempo</i>
Arpeggios	Broken <i>chords</i>
Arrangement	An altered composition
Articulations	The correct attack and decay of sound
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
Cantabile	In a singing <i>style</i>
Chorales	Religious compositions originating in the 16 th Century Lutheran Church
Chords	Simultaneous combination of three or more different pitches
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
Dynamic	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 <i>performance</i>
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 <i>dynamics</i> , <i>tempo</i> , and <i>articulation</i> in a composition
Forte (f)	Loud
Fortissimo (ff)	Very loud
Grandioso	Majestic
Grave	Serious

Hardware	Computer interface devices, such as microphones, speaker systems, cameras, MP3 players, electronic instruments, and interactive whiteboards
Improvisation	Spontaneous <i>performance</i> of music
Improvise	To create spontaneously
Instrumental pitch tendencies	Unique characteristics of an instrument which effect pitch
Internalizing beat	Feeling the musical pulse
Intonation	Degree of accuracy in which pitches are played in tune
Jazz	An American musical <i>style</i> blending European and African influences
Legato	Smooth and connected
Lento	Slow
Lip slurs	Moving smoothly between two <i>notes</i>
Maestoso	Dignified
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 <i>style</i>
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 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>
Notation	A system used for writing music
Notes	<i>Symbols</i> 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
Phrasing	Observing the musical sentence
Pianissimo (pp)	Very soft
Piano (p)	Soft
Performance	To play, sing, or move in formal or informal settings
Pop	A modern <i>style</i> of music characterized by its popularity
Preparatory beat	Conducting gesture
Presto	Fast <i>tempo</i>
Program music	Music that depicts a story or inspires visual images

Recording	Reproducing sound using computer-based audio, video, and stand alone sound systems (e.g., portable, component)
Registers	Pitch ranges
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
Rudiments	<i>Rhythmic patterns</i> used as exercises
Scales	Ascending or descending patterns of whole and half steps
Sight-read	Reading a piece of music without preparation
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 <i>notating</i> , arranging, synthesizing, and otherwise manipulating music
Staccato	Short and detached
Style	A characteristic of a particular period, person, or group of people 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
Symbols	Signs
Syncopation	<i>Rhythmic</i> 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 tools
Tempi	Plural for <i>tempo</i> , which is the 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
Tone	A musical sound on a specific pitch
Tonguing	Using the tongue to articulate <i>notes</i>
Triplets	<i>Rhythmic</i> groupings of three
Tubing length	Adjustments made to an instrument that affect <i>intonation</i>
Vertical alignment	<i>Ensemble</i> precision
Web 2.0	Interactive, user-created World Wide Web content, such as Podcasts, blogs, Wikis, and mashups