

Flemington-Raritan Regional School District  
Flemington, New Jersey

**MUSIC EDUCATION CURRICULUM**  
**Grades 1-8**

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**Flemington-Raritan Regional School District  
Music Education Curriculum  
Grades 1-8**

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## FRSD District Mission Statement

*The Flemington-Raritan Regional Schools, a caring and proactive district, in partnership with the community, provide each student with an opportunity for:*

- *A sound educational foundation;*
- *The guidance to strive for his/her full potential;*
- *The inspiration to become a lifelong learner and productive citizen in an ever-changing global society.*

## Philosophy

Music engages the human spirit, and expresses the inexpressible. In addition, history demonstrates music's value in all civilizations. Our school district believes it is critical to provide children with ongoing opportunities to grow musically. Our curriculum addresses aesthetic awareness and creativity, music knowledge, and technical competence in preparation for lifelong involvement in music. We work to enhance children's understanding of themselves and the people of the world through their art.

To accomplish these goals, the Flemington-Raritan Regional School District provides students with meaningful ongoing opportunities in general music, choral music, and instrumental music.

## Music Program Descriptions

### First Grade General Music

The first grade music program is a yearlong exploration of music through singing, speaking, playing classroom instruments, moving, listening, reading, writing, and creating. This exploration builds a vocabulary of musical experiences, which will provide the foundation for developing higher-level musical skills.

### Second Grade General Music

Building upon the musical experiences of first grade, the second grade music program expands the student's music reading skills. Students learn the visual notation corresponding to pitches, rhythm, and expressive qualities. Students are actively involved in singing and movement games as well as creating, playing, and listening experiences.

### Third Grade General Music

In the third grade music program, students apply previously acquired musical understandings as they learn to play the recorder. The recorder is used as a hands-on tool, which encourages students to further develop their musicianship. The third grade program also incorporates higher-level vocal and composing skills.

### Fourth Grade General Music

Students in the fourth grade music program develop a more mature sense of musicianship through reading, creating, and performing more complex rhythmic patterns, and harmonic structures. The students also undertake a comprehensive study of the instruments of the orchestra. The opportunity to participate in group performance is offered to fourth graders through chorus and the select Advanced Recorder Ensemble.

### Fifth Grade General Music

In the fifth grade, music students begin to understand relationships among the various elements of music: rhythm, melody, harmony, form, tone color, and expressive qualities. In addition, students are actively involved in the study of the lives, music, and times of famous composers. Chorus and the select Choir Chime Ensemble, as well as the concert band and string orchestra programs, provide opportunities for fifth graders to grow as young musicians in a performance setting.

## Middle School General Music

In the middle school, students build upon previous musical knowledge in the areas of music theory and music history. They develop beginning piano skills through active engagement in the piano lab, compose music using notation software in the computer lab, and study various composers and musical genres from the Baroque period through the present day.

### Vocal Ensembles: Grades 4-8

Vocal Ensembles provide opportunities for students to integrate the musical skills they have acquired in a choral performance setting. The curriculum focuses on vocal tone production, music notation reading, and performing artistically within a group.

### Instrumental Music: Grades 5-8

Concert Band and String Orchestra provide performance opportunities for students to integrate acquired musical skills on an instrument. Through the study of woodwind, brass, percussion, and string instruments, students learn instrumental tone production, music notation reading, and how to perform in an instrumental ensemble. While most students rent instruments from local music dealers, students qualifying for the free lunch program may use school owned instruments as available. In addition, the district makes an effort to provide large percussion instruments, string basses, tubas, baritone saxophones, tenor saxophones, bass clarinets, bassoons, and other large instruments to help balance the ensembles.

Level of Achievement/Benchmarks for each Grade Level/Assessments:

Assessment/evaluation includes the following methods:

Grade 1

1. Teacher Observations
2. Oral Assessment
3. Aural Assessment
4. Performance Assessment
5. Games

Grade 2

1. Teacher Observations
2. Oral Assessment
3. Aural Assessment
4. Performance Assessment
5. Written Assessment
6. Games

Grade 3

1. Teacher Observations
2. Oral Assessment
3. Aural Assessment
4. Performance Assessment
5. Written Assessment
6. Games

Grade 4

1. Teacher Observations
2. Oral Assessment
3. Aural Assessment
4. Performance Assessment
5. Written Assessment
6. Games

Grade 5

General Music

1. Teacher Observations
2. Oral Assessment
3. Aural Assessment
4. Performance Assessment
5. Written Assessment
6. Self Assessment
7. Games

Instrumental and Vocal Ensembles

1. Practice Journals/Assignment Sheets

2. Ensemble Performance Assessment of Audio/Video Recording
3. Individual Performance Assessment of Audio/Video Recording
4. Peer Review
5. Self Assessment

### Grade 6

#### Instrumental and Vocal Ensembles

1. Practice Journals/Assignment Sheets
2. Ensemble Performance Assessment of Audio/Video Recording
3. Individual Performance Assessment of Audio/Video Recording
4. Peer Review
5. String Explorer Series Interactive CD ROM Assessment
6. Self Assessment

### Grade 7

#### General Music

1. Performance on piano keyboard
2. Note/chord identification, composer and musical period: worksheets, quizzes and tests
3. Peer, self and teacher assessment
4. Student presentations, webquests, and projects
5. Student compositions on notation software

#### Instrumental and Vocal Ensembles

1. Practice Journals/Assignment Sheets
2. Ensemble Performance Assessment of Audio/Video Recording
3. Individual Performance Assessment of Audio/Video Recording
4. Peer Review
5. Self Assessment

### Grade 8

#### General Music

1. Performance on piano keyboard
2. Note/chord identification, composer and musical period: worksheets, quizzes and tests
3. Peer, self and teacher assessment
4. Student presentations, webquests, and projects
5. Student compositions on notation software

#### Instrumental and Vocal Ensembles

1. Practice Journals/Assignment Sheets
2. Ensemble Performance Assessment of Audio/Video Recording
3. Individual Performance Assessment of Audio/Video Recording
4. Self Assessment
5. Peer Review



#### General Music Curricular Materials, Grades 1-5:

- *World of Music* textbook series, Silver Burdett & Ginn Inc. 1991 ed.
- *Threshold to Music*, Eleanor Kidd, Belwin Mills Publishing Corp, 1974

#### Additional Supplemental Materials Grades 1-5:

- *Discovering the Orchestra* video series, Social Issues Resources Series, Inc. 1986
- *Beethoven Lives Upstairs*, Devine Videoworks, 1992
- *Composer's Specials* video series, Hal Leonard Corp
- *Creative Approaches to Child Development with Music, Language, and Movement*, Grace C. Nash, Alfred Publishing Co., Inc. 1974
- *Dalcroze Eurhythmics in Today's Music Classroom*, Virginia Hoge Mead, Schott Music Corp, 1994
- *Foundations in Elementary Education: Movement*, Phyllis S. Weikart and Elizabeth B. Carlton, High Scope Press, 1995
- *Foundations in Elementary Education: Music*, Phyllis S. Weikart and Elizabeth B. Carlton, High Scope Press, 1994
- *A Galaxy of Games for the Music Class*, Margaret Athey and Gwen Hotchkiss, Parker Publishing Company, Inc. 1975
- *Metric Language: Rhythmic Reading*, Ruth Pollack Hamm, Belwin Mills Publishing Corp, 1975
- *Music and You* textbook series, MacMillan, Inc. 1988
- *Music for Children 2*, Schott Music Corp, 1980
- *Music for Children 3*, Schott Music Corp, 1980
- *Music K-8 Magazine*, Plank Road Publishing
- *Passport Music Time CD-ROM for Macintosh*, Passport Designs Inc. 1994.
- *Ready to Use Music Activities Kit*, Audrey J. Adair, Parker Publishing Co, Inc. 1984
- *Rhythm Games for Perception and Cognition*, Robert M. Abramson, Warner Bros. Publications, 1997
- *Teaching Folk Dance: Successful Steps*, Phyllis S. Weikart, High/Scope Press, 1997.

#### Additional Supplemental Materials Grades 7-8

- *Basic Adult Piano Course Vol. 1 and 2*, by Willard A. Palmer, Morton Manus and Amanda Vick Lethco, by Alfred Publishing Co., Inc, 1994
- *Basic Adult Theory Book, Vol. 1 and 2*, by Willard A. Palmer, Morton Manus and Amanda Vick Lethco, by Alfred Publishing Co., Inc, 1994
- *Essentials of Music Theory, Vol. 1 and 2*, by Andrew Surmani, Karen Farnum Surmani and Morton Manus, by Alfred Publishing Co., Inc, 2002
- *Accent of Composers*, by Jay Althouse and Judith O'Reilly, by Alfred Publishing Co., Inc, 2002
- *Meet the Great Composers, Book One and Two*, by June Montgomery and Maurice Hinson, by Alfred Publishing Co., Inc, 1997
- *Sibelius Notation Software & Teaching Tools*, by Ben and Jonathan Finn, Sibelius Software Group, 2001

- Various Musical Recordings (Medieval through Contemporary Music)
- [www.musictheory.net](http://www.musictheory.net), By Ricci Adams , 2000-2003 Ricci Adams
- *Essentials of Music Theory*, Educator Version, Volumes 1 & 2, CD-ROM, for Windows/Mac, Alfred Publishing, 1999
- *Standard of Excellence Theory & History Workbook*, Volume 1 and 2, by Chuck Elledge, Jane Yarbrough, and Bruce Pearson, Neil A. Kjos Music Company, 1993-1995

#### Recorder Materials:

- *Hands On Recorder*, Gerald and Sonya Burakoff, Sweet Pipes, Inc. 1995.
- *It's Recorder Time*, Alfred d' Auberger and Morton Manus, Alfred Music Co, Inc, 1968
- *Recorder for Beginners*, Grace C. Nash, Swartwout Productions, 1965

#### Hand Chimes Supplemental Materials:

- *Handchimes in General Music*, Janet L van Valey and Martha E. Avery, The American Guild of English Handbell Ringers, 1965
- *Introduction to Handchimes*, L. Campbell Bunting, Harold Flammer, Inc. 1984
- *Making Music with Choirchime Instruments*, Dr. Paul E. Rosene, Agape, 1994
- *Rhythm and Bells*, Martha Lynn Thompson, Agape, 1995
- *Suzuki Tonechimes Method*, Preston Handcock III, Alfred Publishing, 1987
- *Using Handchimes*, Janet van Valey and Susan Berry, Lorenz Publishing, 1990
- *Young Ringer Handbell Choirs*, Dr. Noman G. Johnson, The American Guild of English Handbell Ringers, 1997

#### Vocal/Choral Supplemental Materials:

- *Lifeline for Children's Choir Directors*, rev. ed, Jean Ashworth Bartle, Gordon V. Thompson Music, 1993
- *Of Primary Importance*, Helen Kemp, Choristers Guild, 1989
- *Teaching the Elementary School Chorus*, Linda Swears, Parker Publishing, 1985
- *We Will Sing!* Doreen Rao, Boosey & Hawkes, 1993

#### Concert Band Supplemental Materials:


- *Standard of Excellence*, Volumes 1-3, Bruce Pearson, Kjos Publishing, 1993-1995
- *Standard of Excellence Theory & History Workbook*, Volume 1 and 2, by Chuck Elledge, Jane Yarbrough, and Bruce Pearson, Neil A. Kjos Music Company, 1993
- *Foundations for Superior Performance*, by Jeff King & Richard Williams, Kjos Publishing, 1998
- *Essential Elements 2000*, by Dr. Tim Lautzenheiser, Hal Leonard Corp, 2000

- *Essential Elements Band Method, Volumes 1 & 2*, by M. Allen, R. Gillespie, P. T. Hayes, Hal Leonard Publications, 1995
- *Standard of Excellence Jazz Ensemble Method*, by Bruce Pearson and Dean Sorenson, Neil A. Kjos Publishing, 1995
- *Accent on Achievement Ensembles*, by John O'Reilly & M. Williams, Alfred Publishing Co, 2001
- *Beginning Band Book No. 1 & 2*, John Edmondson & Anne McGinty, Queenwood Publications, 1989
- *Fantastic Familiar Folk Songs*, Sandy Feldstein & John O'Reilly, Alfred Publishing, 1976
- *333 Exercises for Sight Reading*, by Zoltan Kodaly, Carl Fischer Publications
- *Standard of Excellence First Performance*, by Bruce Pearson, Kjos Music, 2001
- *Treasury of Scales*, by Leonard Smith, Warner Bros, 1978
- *Classic Festival Collection Volumes 1-3*, Belwin, 1996
- *Concert and Contest Selections*, Rubank, 1956
- *Concert Percussion Solos*, by Garwood Whaley, Meredith Music, 1992
- *Smartmusic*, Finale-Printmusic Publications (Electronic), 2001.

#### String Orchestra Supplemental Materials:

- *The Strictly Strings Method*, Jacqueline Dillon, Neill Kjelland and Sally O'Reilly, Alfred Publishing Co
- *String Explorer Method*, Volumes 1 and 2, by Andrew Dabczynski, Richard Meyer, and Bob Phillips, Alfred Publishing, 2001
- *Essential Elements 2000 for Strings*, Michael Allen, Robert Gillespie and Pamela Tellejohn Hayes, 2003
- *Fiddler's Philharmonic*, by Andrew Dabczynski, and Bob Phillips, Alfred Publishing, 1996
- *Fiddler's Philharmonic Encore*, by Andrew Dabczynski, and Bob Phillips, Alfred Publishing, 1999
- *Jazz Philharmonic*, by Randy Sabien and Bob Phillips, Alfred Publishing, 2000
- *Strictly Classics Duets*, by John O'Reilly, Alfred Publishing, 1995
- *Suzuki String Collection for Violin, Viola, Cello & Bass, Volumes 1-8*, Summy-Birchard/Warner Bros, 1978
- *Warm-ups for Young String Orchestra*, by Carl Seale, The Knowing Press, 1991
- *Beautiful Music for 2 String Instruments*, Samuel Applebaum, Belwin Mills Publishing, 1958

## Flemington-Raritan Regional School District Music Curriculum Guide: General Music

Grade: 1	Topic/Theme: Rhythm	NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Rhythmic Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate rhythmic sensitivity to the beat, meter, and duration.</p>	<ol style="list-style-type: none"> <li>1. Responding to various meters and tempi with locomotor and non-locomotor movement</li> <li>2. Speaking poems, lyrics, and patterns</li> <li>3. Singing songs and patterns to maintain steady beat and imitate long-short patterns</li> <li>4. Playing pitched and non-pitched instruments               <ol style="list-style-type: none"> <li>a. mallet techniques (hands together, hands alternating)</li> <li>b. percussion instrument techniques</li> <li>c. steady beats</li> <li>d. long-short sounds</li> </ol> </li> <li>5. Creating simple rhythm patterns</li> <li>6. Developing inner hearing</li> <li>7. Visually representing:               <ol style="list-style-type: none"> <li>a. notehead, stem, beam</li> <li>b. </li> <li>c. rhythmic dictation</li> <li>d. long and short sounds</li> <li>e. phrases</li> <li>f. groups of 2's and 3's</li> </ol> </li> <li>8. Listening for and responding to steady beat, strong beat, absence of beat, long and short sounds, and repeated rhythmic patterns</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p><i>Threshold to Music</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game and activity materials</p> <p>Manipulatives</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Rhythm	
Performance Expectation: Rhythmic Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
Demonstrate rhythmic sensitivity to rhythm patterns.	<ol style="list-style-type: none"> <li>1. Using body percussion (clap, patschen, stamp, finger snap)</li> <li>2. Responding to rhythm patterns through locomotor movement</li> <li>3. Speaking short patterns, poems, speech canons</li> <li>4. Reading and singing patterns</li> <li>5. Playing and creating patterns on instruments</li> <li>6. Listening and responding to steady beats and the absence of steady beats, long and short sounds, and repeated patterns</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p><i>Threshold to Music</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game and activity materials</p> <p>Manipulatives</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Melody		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Pitch Sensitivity					
Objectives		Suggested Activities		Evaluations	Resources
<p>The students will:</p> <p>Identify and respond to high, middle, and low registers.</p>		<ol style="list-style-type: none"> <li>1. Matching pitches vocally</li> <li>2. Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI, and LA</li> <li>3. Using body movement and hand levels</li> <li>4. Speaking in high, middle and low registers</li> <li>5. Singing songs, echo singing, solo singing, and expanding vocal range</li> <li>6. Playing pitched instruments, simple tonal patterns</li> <li>7. Creating simple tonal patterns</li> <li>8. Visually representing registers using partial staff</li> <li>9. Listening to music to identify high, middle, and low registers</li> </ol>		<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Computers and electronic sound-generating devices</p> <p>Supplemental recordings, song, game, and activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Melody	
Performance Expectation: Pitch Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
Respond to melodic contour, patterns and phrases.	<ol style="list-style-type: none"> <li>1. Singing songs and patterns using upward and downward direction</li> <li>2. Expanding vocal range</li> <li>3. Moving to show melodic contour</li> <li>4. Speaking, using upward and downward inflection of voice</li> <li>5. Increasing clarity of diction</li> <li>6. Playing barred instruments</li> <li>7. Creating upward and downward sound effects</li> <li>8. Visually representing melody using line drawings and the staff</li> <li>9. Listening for upward and downward direction, repeated melodic patterns, and melodic phrase lengths</li> <li>10. Developing inner hearing</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Computers and electronic sound-generating devices</p> <p>Videos</p> <p>Supplemental recordings, song, game, and activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Harmony		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Simultaneous Sound					
Objectives		Suggested Activities		Evaluations	Resources
<p>The students will:</p> <p>Demonstrate melodic independence against an accompaniment.</p>		<ol style="list-style-type: none"> <li>1. Using speech canons and ostinati</li> <li>2. Singing with an accompaniment</li> <li>3. Playing ostinati while singing</li> <li>4. Creating accompaniments, simple melodies, and sound effects</li> <li>5. Listening and aurally identifying accompaniments</li> <li>6. Recognizing the term "accompaniment"</li> </ol>		<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game, and activity materials</p>
<p>Distinguish between single tones and two or more tones sounded together.</p>		<ol style="list-style-type: none"> <li>1. Using speech canons and ostinati</li> <li>2. Singing with an accompaniment</li> <li>3. Playing two or more tones at the same time on pitched instruments</li> <li>4. Creating sound pieces using two or more sounds together</li> </ol>			



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Form		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Performance Expectation: Identification of the Organization of Music				
Objectives	Suggested Activities	Evaluations	Resources	
<p>The students will:</p> <p>Demonstrate an understanding of repetition and contrast.</p>	<ol style="list-style-type: none"> <li>1. Demonstrating same and different music with body movement</li> <li>2. Echo-speaking and using question-and-answer</li> <li>3. Singing songs with repeating patterns and contrasting patterns</li> <li>4. Playing instruments to demonstrate repetition and contrast</li> <li>5. Creating simple "responses" to musical "questions" (AB)</li> <li>6. Visually representing sections using contrasting pictorial forms</li> <li>7. Listening for like and unlike sections</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual and manipulative materials</p> <p>Supplemental recordings, song, game, and activity materials</p>	

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Form	
Performance Expectation: Identification of the Organization of Music			
Objectives	Suggested Activities	Evaluations	Resources
Recognize and respond to introduction, call and response, repeat, phrase, verse, refrain, solo and chorus.	<ol style="list-style-type: none"> <li>1. Using body movement, speech and singing</li> <li>2. Speaking and singing phrases in one breath</li> <li>3. Playing introductions on barred and percussion instruments</li> <li>4. Creating introductions</li> <li>5. Moving to show the phrase</li> <li>6. Visually representing sections and repeats (pictoral,   : :   )</li> <li>7. Listening to and recognizing repeating and contrasting sections, solo/chorus, verse/refrain, and call/reponse sections</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual and manipulative materials</p> <p>Supplemental recordings, song, game, and activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Tone Color/Timbre		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Various Sounds					
<b>Objectives</b>		<b>Suggested Activities</b>		<b>Evaluations</b>	<b>Resources</b>
The students will:  Identify environmental sounds.		<ol style="list-style-type: none"> <li>1. Creating body sounds</li> <li>2. Mimicking environmental sounds using voice and instruments</li> <li>3. Listening to and identifying environmental sounds</li> </ol>		Teacher observation  Performance assessment  Oral/Aural assessment  Games	<i>World of Music</i> materials and recordings  <i>Music and You</i>  Classroom pitched and non-pitched instruments  Choir chimes  Videos  Instrument posters  Computers and electronic sound-generating devices  Supplemental recordings, song, game, and activity materials
Identify male, female, and child vocal sounds.		<ol style="list-style-type: none"> <li>1. Listening to examples and aurally identifying male, female and child voices</li> </ol>			
Identify orchestral and folk instrumental timbres.		<ol style="list-style-type: none"> <li>1. Visually recognizing instruments</li> <li>2. Listening to and identifying live and recorded examples of representative instruments from the four families of the orchestra and folk instruments</li> <li>3. Matching basic instrument timbres with visual representation</li> </ol>			
Develop vocal skills.		<ol style="list-style-type: none"> <li>1. Sitting tall</li> <li>2. Using the head voice</li> <li>3. Improving tonal accuracy</li> <li>4. Expanding vocal range</li> <li>5. Exploring singing, speaking, whispering, calling, and humming voices</li> </ol>			

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Expressive Qualities		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Performance Expectation: Application of Understanding to Interpretation				
Objectives	Suggested Activities	Evaluations	Resources	
<p>The students will:</p> <p>Recognize different tempi (slow, fast, getting faster and slower).</p>	<ol style="list-style-type: none"> <li>1. Moving to music of various tempi</li> <li>2. Speaking using fast, slow, gradually changing tempi</li> <li>3. Singing songs of various tempi</li> <li>4. Playing and creating fast, slow, and changing tempi</li> <li>5. Visually representing tempo (pictoral)</li> <li>6. Listening to and aurally identifying "fast," "slow," and "changing" tempi</li> <li>7. Listening and responding to appropriate stories and poetry</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game, activity and story/poetry materials</p>	

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Expressive Qualities	
Performance Expectation: Application of Understanding to Interpretation			
Objectives	Suggested Activities	Evaluations	Resources
Recognize variations in dynamics (loud, quiet, gradually louder, gradually quieter).	<ol style="list-style-type: none"> <li>1. Moving to show loud and quiet</li> <li>2. Speaking, singing and playing instruments at various dynamic levels</li> <li>3. Singing songs using expressive dynamics</li> <li>4. Visually representing dynamics (pictorial)</li> <li>5. Listening to recorded and live examples to identify dynamics</li> <li>6. Listening to and responding with appropriate dynamics to stories and poetry</li> <li>7. Using the terms "loud," "quiet," or "soft" to describe dynamics</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game, activity and story/poetry materials</p>



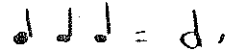

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Expressive Qualities	
Performance Expectation:		Application of Understanding to Interpretation	
Objectives	Suggested Activities	Evaluations	Resources
Respond to a variety of musical styles and moods.	<ol style="list-style-type: none"> <li>1. Moving expressively to music and poetry</li> <li>2. Speaking and story telling</li> <li>3. Singing, playing and creating expressively (smooth or detached manner, pleasing tone quality, phrasing, interpretation of the text)</li> <li>4. Choosing and playing instruments appropriate to the song</li> <li>5. Dramatizing stories</li> <li>6. Listening to music in a variety of styles to determine mood</li> <li>7. Demonstrating audience behavior appropriate for the context and style of music performance</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, game, activity and story/poetry materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 1		Topic/Theme: Expressive Qualities	
Performance Expectation: Application of Understanding to Interpretation			
Objectives	Suggested Activities	Evaluations	Resources
Gain an awareness of the sources of our American musical heritage, as well as music from other cultures.	<ol style="list-style-type: none"> <li>1. Singing American and multicultural songs</li> <li>2. Listening to various styles of music from America and other lands</li> <li>3. Discussing the origin of musical examples</li> <li>4. Participating in movement games and folk dances of various cultures</li> <li>5. Attending live performances</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Choir chimes</p> <p>Piano</p> <p>Visual materials</p> <p>Videos</p> <p>Supplemental recordings, song, game, and activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Rhythm	
Performance Expectation: Rhythmic Sensitivity		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate rhythmic sensitivity to the beat, meter, and duration.</p>	<ol style="list-style-type: none"> <li>1. Responding to various meters and tempi with locomotor and non-locomotor movement</li> <li>2. Conducting in 2's</li> <li>3. Speaking poems, lyrics, and speech patterns in duple, triple and quadruple</li> <li>4. Singing songs and patterns to maintain steady beat and imitate long-short patterns</li> <li>5. Playing instruments, continuing techniques from grade one</li> <li>6. Creating rhythmic accompaniments for songs</li> <li>7. Developing inner hearing</li> <li>8. Visually representing and naming notes and symbols as in grade one, and understanding equivalencies:             <ol style="list-style-type: none"> <li>a. </li> <li>b. </li> <li>c. </li> <li>d. </li> </ol> </li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assignment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p><i>Threshold to Music</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental software, song, game and activity materials</p> <p>Manipulatives</p>



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Rhythm	
Performance Expectation: Rhythmic Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
	<ul style="list-style-type: none"> <li>e. bar line, measure</li> <li>f. meter or time signatures</li> <li>8. Following visual notation</li> <li>9. Listening for and responding to steady beat, strong beat, absence of beat, long and short sounds, and repeated rhythm patterns</li> </ul>		
Demonstrate rhythmic sensitivity to rhythm patterns.	<ul style="list-style-type: none"> <li>1. Using body percussion (clap, patschen, stamp, finger snap)</li> <li>2. Responding to rhythm patterns with locomotor and non-locomotor movement</li> <li>3. Speaking short patterns, poems, speech canons</li> <li>4. Singing patterns</li> <li>5. Playing and creating patterns on instruments</li> <li>6. Listening and responding to steady beats and the absence of steady beats, long and short sounds, and repeated patterns</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Performance assessment</li> <li>Oral/Aural assessment</li> <li>Written assessment</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li><i>World of Music</i> materials and recordings</li> <li><i>Music and You</i></li> <li>Classroom pitched and non-pitched instruments</li> <li>Piano</li> <li>Visual materials</li> <li>Supplemental song, game and activity materials</li> <li>Manipulatives</li> </ul>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Melody		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Pitch Sensitivity					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Identify and respond to register, melodic contour, patterns and phrases.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI, LA and DO</li> <li>3. Following notated melodies</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Supplemental recordings, software, song, game and activity materials</p>		
<p>Respond to home tone and major and minor modes.</p>	<ol style="list-style-type: none"> <li>1. Moving to show strong tonal feeling, major and minor modes</li> <li>2. Singing songs (including a cappella) with strong tonal feeling and songs in major and minor modes</li> <li>3. Listening to music in major and minor, and music with a strong sense of home tone</li> <li>4. Visual representation of "DO" using hand signal</li> <li>5. Recognize the term "DO"</li> </ol>				

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Melody	
Performance Expectation: Pitch Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
Identify pitches by their letter names and location on the treble staff.	<ol style="list-style-type: none"> <li>1. Visually representing and naming the staff, and G or treble clef</li> <li>2. Visually representing and naming the line and space letter names of the treble staff</li> <li>3. Using mnemonic devices for letter names of treble lines and spaces</li> </ol>	<p>Teacher observation</p> <p>Oral assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Visual materials</p> <p>Manipulatives</p> <p>Supplemental activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Harmony		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Simultaneous Sound					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Demonstrate melodic independence against an accompaniment.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Singing ostinati against a melody</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials*</p> <p>Supplemental song, game, and activity materials</p>		
<p>Distinguish between single tones and two or more tones sounded together.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Singing songs, accompanied and unaccompanied</li> </ol>				

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Harmony	
Performance Expectation: Recognition of Simultaneous Sound			
Objectives	Suggested Activities	Evaluations	Resources
Demonstrate awareness of linear harmony.	<ol style="list-style-type: none"> <li>1. Singing canons and rounds</li> <li>2. Visual representation (pictoral)</li> <li>3. Listening to examples</li> <li>4. Moving to show contour</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Supplemental recordings, song, game and activity materials</p>




**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Form		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Identification of the Organization of Music					
<b>Objectives</b>		<b>Suggested Activities</b>		<b>Evaluations</b>	
<p>The students will:</p> <p>Recognize repetition and contrast (AB, ABA).</p>		<ol style="list-style-type: none"> <li>1. Demonstrating same and different music with same and contrasting movements</li> <li>2. Creating ABA spoken verse</li> <li>3. Singing, playing and creating songs showing repetition and contrast</li> <li>4. Listening to compare sections in music</li> <li>5. Visually representing patterns using pictures or letters</li> </ol>		<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	
<p>Recognize and respond to introduction, call and response, repeat, phrase, verse, refrain, solo and chorus.</p>		<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Following the written lyrics in songs with more than one verse</li> </ol>		<p>World of Music materials and recordings</p> <p>Music and You</p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Manipulatives</p> <p>Supplemental recordings, song, game, and activity materials</p>	

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Tone Color/Timbre		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Various Sounds					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Identify male, female, and child vocal sounds.</p>	<p>1. Listening to examples of male, female, and child voices</p>	<p>Teacher observation</p> <p>Written assessment</p> <p>Games</p> <p>Aural assessment</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Instrument posters</p> <p>Supplemental recordings, song, game and activity materials</p>		
<p>Identify folk, electronic, and non-traditional instrumental timbres, and orchestral families (string, woodwind, brass, and percussion).</p>	<p>1. Listening to examples of the instruments</p> <p>2. Recognizing instruments by sight</p> <p>3. Classifying instruments by orchestral family by sight and sound</p>				
<p>Develop vocal skills.</p>	<p>1. Suggested activities, grade one</p>				

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

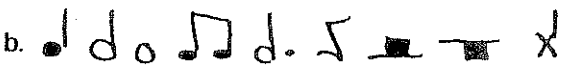
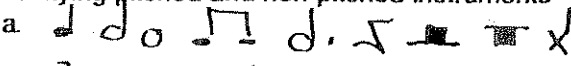

Grade: 2		Topic/Theme: Expressive Qualities		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Application of Understanding to Interpretation					
Objectives	Suggested Activities	Evaluations	Resources		
The students will:  Identify different tempi.	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Playing, creating, and singing changes in tempo</li> <li>3. Recognizing and identifying the fermata (  )</li> <li>4. Listening to music to identify changes in tempi</li> </ol>	Teacher observation  Performance assessment  Oral/Aural assessment  Games	<i>World of Music</i> materials and recordings  <i>Music and You</i>  Classroom pitched and non-pitched instruments  Piano  Choir chimes  Visual materials  Supplemental recordings, song, game, activity, and story/poetry materials		
Recognize variations in dynamics ( <i>crescendo</i> , <i>decrescendo</i> , accent, loud, quiet).	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Visually representing: <i>p.f.</i>,  </li> <li>3. Playing, creating, and singing changes in dynamics</li> <li>4. Listening to music which includes changes in dynamics</li> <li>5. Recognizing the terms "<i>piano</i>," "<i>forte</i>," "accent," "<i>crescendo</i>," "<i>decrescendo</i>"</li> </ol>				



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 2		Topic/Theme: Expressive Qualities	
Performance Expectation: Application of Understanding to Interpretation			
Objectives	Suggested Activities	Evaluations	Resources
Respond to a variety of musical styles and moods.	<ol style="list-style-type: none"> <li>1. Suggested activities, grade one</li> <li>2. Visualizing events provoked by sound</li> <li>3. Folk dancing</li> <li>4. Demonstrating audience behavior appropriate for the context and style of the music performed</li> </ol>	Teacher observation Performance assessment Oral/Aural assessment Games	<i>World of Music</i> materials and recordings  <i>Music and You</i>  Classroom pitched and non-pitched instruments  Piano  Choir chimes  Visual materials
Gain an awareness of the sources of our American musical heritage, as well as music from other cultures.	<ol style="list-style-type: none"> <li>1. Singing American and multicultural songs</li> <li>2. Listening to various styles of music from America and other lands</li> <li>3. Discussing the origin of musical examples</li> <li>4. Participating in movement games and folk dances of various cultures</li> </ol>		Supplemental recordings, song, game, activity and story/poetry materials

## Flemington-Raritan Regional School District Music Curriculum Guide: General Music

Grade: 3		Topic/Theme: Rhythm		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Rhythmic Sensitivity					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Demonstrate rhythmic sensitivity to the beat, meter, and duration.</p>	<ol style="list-style-type: none"> <li>1. Moving and conducting in 2's, 3's, and 4's</li> <li>2. Speaking patterns in 2's, 3's, and 4's</li> <li>3. Performing movement canons</li> <li>4. Singing and creating songs in various meters</li> <li>5. Playing recorder             <ol style="list-style-type: none"> <li>a. recorder fingering and tonguing</li> <li>b. </li> <li>c. <math>\begin{matrix} 2 &amp; 3 &amp; 4 \\ 4 &amp; 4 &amp; 4 \end{matrix}</math></li> <li>d. echo playing</li> <li>e. cumulative counting of rests</li> </ol> </li> <li>6. Playing pitched and non-pitched instruments             <ol style="list-style-type: none"> <li>a. </li> <li>b. <math>\begin{matrix} 2 &amp; 3 &amp; 4 \\ 4 &amp; 4 &amp; 4 \end{matrix}</math></li> <li>c. echo playing</li> </ol> </li> <li>7. Visually representing and naming              </li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Visual materials</p> <p>Recorders</p> <p>Supplemental recordings, software, song, game, recorder and activity materials</p> <p>Manipulatives</p>		

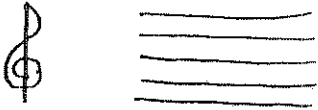
**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Rhythm	
Performance Expectation: Rhythmic Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
	<p>8. Listening for and responding to music with various meters</p> <p>9. Aurally recognizing the duration of individual notes played in a rhythmic pattern</p> <p>10. Creating rhythm accompaniments</p> <p>11. Recognizing the terms "barline," "measure," "meter," "time signature"</p>		
Demonstrate an understanding of and rhythmic sensitivity to rhythm patterns.	<p>1. Moving and playing in rondo form with improvised B and C sections</p> <p>2. Singing and listening to songs using various note values</p> <p>3. Clapping echoes, "call and response," or "question and answer"</p> <p>4. Performing speech canons</p> <p>5. Performing rhythms from written music on recorder and classroom instruments</p> <p>6. Writing rhythm patterns</p>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Recorders</p> <p>Visual materials</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p> <p>Manipulatives</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Melody		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Pitch Sensitivity					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Identify and respond to melodic contour, patterns, phrases, and intervals (steps, leaps, and repeats).</p>	<ol style="list-style-type: none"> <li>Analyzing the score to find similarities and differences</li> <li>Recognizing and singing solfege syllables and demonstrating hand signs SOL, MI, LA, DO, RE, FA and TI</li> <li>Singing melodic phrases with letter names</li> <li>Composing original melodies for recorder and other pitched instruments</li> <li>Moving to show direction of pitches</li> <li>Aurally identifying pitch direction and relationships (ie, through echo-playing on recorder)</li> <li>Playing pitched instruments</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Recorders</p> <p>Visual materials</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p>		
<p>Demonstrate knowledge of home tone and major and minor modes.</p>	<ol style="list-style-type: none"> <li>Singing songs with strong tonal feeling and songs in major, minor, and pentatonic modes, accompanied and a cappella</li> <li>Aurally identifying home tone and major and minor modes</li> <li>Listening to music in major and minor modes</li> </ol>				

## Flemington-Raritan Regional School District Music Curriculum Guide: General Music

Grade:3		Topic/Theme: Melody	
Performance Expectation: Pitch Sensitivity			
Objectives	Suggested Activities	Evaluations	Resources
Identify pitches by their letter names and location on the treble staff.	<ol style="list-style-type: none"> <li>1. Playing recorder               <ol style="list-style-type: none"> <li>a. pitches G, A, B, E, (high C, high D, Low D)</li> <li>b. silent fingering</li> <li>c. sight reading</li> </ol> </li> <li>2. Visually representing and naming the staff, G or treble clef, line and space letter names of the treble clef   </li> <li>3. Composing melodies for recorder</li> <li>4. Using mnemonic devices for letter names of treble lines and spaces</li> <li>5. Recognizing the terms "staff," "G clef," "treble clef"</li> </ol>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Performance assessment</li> <li>Oral assessment</li> <li>Written assessment</li> <li>Peer Evaluation</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li><i>World of Music</i> materials and recordings</li> <li><i>Music and You</i></li> <li>Classroom pitched instruments</li> <li>Piano</li> <li>Choir chimes</li> <li>Recorders</li> <li>Visual materials</li> <li>Videos</li> <li>Supplemental software, song, game, activity and recorder materials</li> </ul>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Harmony		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Simultaneous Sound					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Demonstrate melodic independence against an accompaniment.</p>	<ol style="list-style-type: none"> <li>1. Singing partner songs, ostinati, and rounds</li> <li>2. Playing accompaniments and rounds on classroom instruments</li> <li>3. Creating simple accompaniments</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral assessment</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p>		
<p>Demonstrate awareness of linear harmony.</p>	<ol style="list-style-type: none"> <li>1. Singing partner songs, canons and rounds</li> <li>2. Visually representing linear harmony, pictorial and notated</li> <li>3. Listening to examples</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Peer evaluation</p> <p>Games</p>	<p>Choir chimes</p> <p>Recorders</p> <p>Visual materials</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**



Grade: 3		Topic/Theme: Form		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Identification of the Organization of Music					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Recognize repetition and contrast (AB, ABA, more than two contrasting sections, rondo).</p>	<ol style="list-style-type: none"> <li>1. Singing ballads, cumulative songs, spirituals, call and response</li> <li>2. Listening to compare sections of music</li> <li>3. Playing, singing, and creating songs showing repetition and contrast</li> <li>4. Visually representing patterns using pictures and letters</li> <li>5. Demonstrating same and different music with same and contrasting movements</li> <li>6. Recognizing and using D.C. al Fine</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Manipulatives</p> <p>Recorders</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p>		

## Flemington-Raritan Regional School District Music Curriculum Guide: General Music

Grade: 3

Topic/Theme: Form

Performance Expectation: Identification of the organization of music

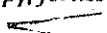
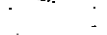

Objectives	Suggested Activities	Evaluations	Resources
<p>Recognize and respond to various elements of form.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade two</li> <li>2. Recognizing the terms "imitation", "D.C. al Fine," "coda," "interlude," "first and second endings"</li> <li>3. Singing ballads, cumulative songs, and songs using interlude, introduction, coda, repeat, first and second endings, and call and response</li> <li>4. Listening to, speaking, playing and creating introductions, interludes, codas, and call and response</li> <li>5. Moving to show the phrase</li> <li>6. Playing recorder to indicate the phrase</li> <li>7. Recognizing the term "D.C. al Fine," the phrase mark,  and first and second endings </li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Manipulatives</p> <p>Recorders</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p>



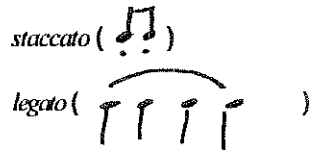


**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Tone Color/Timbre		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Various Sounds					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Identify and develop qualities of good vocal tone.</p>	<ol style="list-style-type: none"> <li>1. Listening to examples of children and adults singing properly</li> <li>2. Demonstrating good posture</li> <li>3. Practicing songs using inner hearing</li> <li>4. Practicing proper breathing techniques</li> <li>5. Practicing in-tune singing</li> <li>6. Singing in head voice</li> <li>7. Developing healthy vocal habits</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Peer evaluation</p> <p>Self evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Visual materials</p> <p>Recorders</p> <p>Supplemental recordings, song, game, activity and recorder materials</p>		
<p>Identify and develop qualities of good recorder tone.</p>	<ol style="list-style-type: none"> <li>1. Identifying good recorder tone               <ol style="list-style-type: none"> <li>a. listening to examples</li> <li>b. critiquing individual playing of self and others</li> <li>c. critiquing ensemble playing</li> </ol> </li> <li>2. Playing recorder with appropriate tone quality               <ol style="list-style-type: none"> <li>a. blowing gently</li> <li>b. covering finger holes completely</li> <li>c. using appropriate articulation (tonguing)</li> <li>d. developing breath support for long and short tones and phrases</li> <li>e. using proper posture and recorder position</li> </ol> </li> </ol>				

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Expressive Qualities		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Performance Expectation: Application of Understanding to Interpretation				
Objectives	Suggested Activities	Evaluations	Resources	
<p>The students will:</p> <p>Identify different tempi.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade two</li> <li>2. Singing, playing recorder and classroom instruments, and creating music using ritardando and accelerando</li> <li>3. Recognizing and using the terms "tempo", "ritardando" and "accelerando"</li> <li>4. Playing recorder keeping a steady tempo</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Recorders</p> <p>Visual materials</p>	
<p>Demonstrate an understanding of variations in dynamics.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade two</li> <li>2. Recognizing terms and corresponding symbols:  <i>piano (p), forte (f)</i>  <i>pianissimo (pp), fortissimo (ff)</i>  <i>crescendo</i>   <i>decrescendo</i>                       accent  </li> <li>3. Playing recorder with expression</li> <li>4. Singing, speaking and creating music using appropriate dynamics</li> <li>5. Listening to identify the dynamics</li> <li>6. Showing dynamics with hand and body movements</li> </ol>		<p>Supplemental recordings, software, song, game, activity and recorder materials</p>	



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Expressive Qualities	
Performance Expectation: Application of Understanding to Interpretation			
Objectives	Suggested Activities	Evaluations	Resources
Recognize and respond to <i>staccato</i> and <i>legato</i> .	<ol style="list-style-type: none"> <li>1. Listening to examples and identifying the use of <i>staccato</i> and <i>legato</i></li> <li>2. Playing, singing, speaking, and creating music using <i>staccato</i> and <i>legato</i></li> <li>3. Recognizing the terms and corresponding symbols:  <div style="text-align: center;">  <p><i>staccato</i> (  )</p> <p><i>legato</i> (  )</p> </div> </li> </ol>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Performance assessment</li> <li>Oral/Aural assessment</li> <li>Self evaluation</li> <li>Peer evaluation</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li><i>World of Music</i> materials and recordings</li> <li><i>Music and You</i></li> <li>Classroom pitched and non-pitched instruments</li> <li>Piano</li> <li>Choir chimes</li> <li>Recorders</li> <li>Visual materials</li> </ul>
Respond to a variety of musical styles and moods, including American and multicultural music.	<ol style="list-style-type: none"> <li>1. Suggested activities, grades one and two</li> <li>2. Comparing the style of one piece to another</li> </ol>		<ul style="list-style-type: none"> <li>Supplemental recordings, software, song, game, activity and recorder materials</li> </ul>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 3		Topic/Theme: Expressive Qualities	
Performance Expectation: Application of Understanding to Interpretation			
Objectives	Suggested Activities	Evaluations	Resources
Respond to a variety of musical styles and moods, including American and multicultural music.	<ol style="list-style-type: none"> <li>Suggested activities, grades one and two</li> <li>Comparing the style of one piece to another</li> </ol>	Teacher observation Performance assessment Oral/Aural assessment Self evaluation Peer evaluation Games	<i>World of Music</i> materials and recordings <i>Music and You</i> Classroom pitched and non-pitched instruments Piano Choir chimes Recorders Visual materials Supplemental recordings, software, song, game, activity and recorder materials

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Rhythm		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Rhythmic Sensitivity					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Demonstrate an understanding of rhythm patterns including syncopation; demonstrate rhythmic sensitivity to and understanding of beat, meter, and duration.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Playing (recorder) patterns and visually representing syncopation </li> <li>3. Speaking, singing, listening to and creating rhythm patterns using syncopation and dotted rhythms </li> <li>4. Following a conductor</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Recorders</p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, software, song, game, activity and recorder materials</p> <p>Manipulatives</p>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Melody		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Pitch Sensitivity					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Identify and respond to melodic contour, patterns, phrases, intervals, sharps, and flats.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Playing recorder; new notes high C, high D, F, Low D, (F#, Bb, high C#)</li> <li>3. Composing for recorder</li> <li>4. Visually representing sharp (#) and flat (b)</li> <li>5. Aurally recognizing sharp (#) and flat (b)</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Recorders</p> <p>Visual materials</p> <p>Supplemental recordings, song, game, activity, and recorder materials</p>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Harmony		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Recognition of Simultaneous Sound					
Objectives	Suggested Activities	Evaluations	Resources		
<p>The students will:</p> <p>Demonstrate melodic independence against an accompaniment.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Singing in two-part harmony</li> <li>3. Playing recorders and classroom pitched instruments in harmony</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Autoharp/Omnichord</p> <p>Recorders</p> <p>Supplemental recordings, software, song, recorder and activity materials</p>		
<p>Demonstrate awareness of linear harmony.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Singing more complex partner songs, canons, and rounds</li> </ol>				
<p>Distinguish between single tones and two or more tones sounded together.</p>	<ol style="list-style-type: none"> <li>1. Listening to, playing and singing chords</li> <li>2. Recognizing the terms "chord" and "unison"</li> </ol>				

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Form		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Performance Expectation: Identification of the Organization of Music				
Objectives	Suggested Activities	Evaluations	Resources	
<p>The students will:</p> <p>Build upon knowledge, skills and analysis of form gained in the preceding grades.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Recognizing same and similar patterns in melody, rhythm, phrases and sections of music (including recorder repertoire)</li> <li>3. Following and creating listening maps</li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Written assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Manipulatives</p> <p>Recorders</p> <p>Supplemental recordings, software, song, game, recorder and activity materials</p>	



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Tone Color/Timbre		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6
Performance Expectation: Recognition of Various Sounds				
Objectives	Suggested Activities	Evaluations	Resources	
<p>The students will:</p> <p>Identify and develop qualities of good vocal tone.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Listening to identify good vocal tone</li> <li>3. Practicing balance and blend in group singing</li> <li>4. Increasing expressive singing through:               <ul style="list-style-type: none"> <li>breath control</li> <li>sustaining musical line</li> <li>controlling tempo and dynamics</li> </ul> </li> </ol>	<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Piano</p> <p>Visual materials</p> <p>Supplemental recordings, song, recorder and activity materials</p>	
<p>Identify and develop qualities of good recorder tone.</p>	<ol style="list-style-type: none"> <li>1. Suggested activities, grade three</li> </ol>			

## Flemington-Raritan Regional School District Music Curriculum Guide: General Music

Grade: 4

Topic/Theme: Tone Color/Timbre

Performance Expectation: Recognition of Various Sounds

Objectives	Suggested Activities	Evaluations	Resources
<p>Recognize and identify instrumental sounds and their relationship to instrument families, and orchestral, band and ensemble settings.</p>	<ol style="list-style-type: none"> <li>1. Listening to and identifying examples of individual instrument timbres</li> <li>2. Visually and aurally comparing, classifying and identifying instruments of the four orchestral families</li> <li>3. Recognizing the terms "string," "woodwind," "brass," and "percussion"</li> <li>4. Understanding the concept of "size-pitch relationship" including string length</li> <li>5. Recognizing the parts of individual instruments</li> <li>6. Understanding sound production of brass, string, woodwind and percussion instruments</li> <li>7. Understanding the vocabulary of the orchestra (such as orchestra, maestro/conductor, podium, baton, score, concert master)</li> <li>8. Demonstrating audience behavior appropriate for the context and style of music performance</li> <li>9. Analyzing and conducting orchestral music</li> </ol>	<p>Teacher observation</p> <p>Oral assessment</p> <p>Written assessment</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Batons, instrument parts, scores</p> <p>Piano</p> <p>Visual materials</p> <p><i>Discovering the Orchestra</i> video series</p> <p>Supplemental recordings, software, game and activity materials</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music**

Grade: 4		Topic/Theme: Expressive Qualities		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Application of Understanding to Interpretation					
Objectives		Suggested Activities		Evaluations	Resources
<p>The students will:</p> <p>Identify and apply tempo and dynamics to express a variety of styles and moods of music, including American and multicultural music.</p>		<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Conducting with expression</li> <li>3. Listening in order to critique tempo and dynamics</li> <li>4. Selecting appropriate tempo and dynamics for singing or playing a musical selection</li> <li>5. Comparing musical styles and moods within visual and performing arts</li> <li>6. Recognizing the term "dynamics"</li> </ol>		<p>Teacher observation</p> <p>Performance assessment</p> <p>Oral/Aural assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p> <p>Games</p>	<p><i>World of Music</i> materials and recordings</p> <p><i>Music and You</i></p> <p>Classroom pitched and non-pitched instruments</p> <p>Recorders</p> <p>Piano</p> <p>Choir chimes</p> <p>Visual materials</p> <p>Videos</p> <p>Supplemental recordings, software, song, activity and recorder materials</p>
<p>Express a variety of styles and moods of music through singing, playing, moving, and creating.</p>		<ol style="list-style-type: none"> <li>1. Suggested activities, previous grades</li> <li>2. Performing expressively on a variety of pitched and non-pitched instruments</li> <li>3. Moving creatively to reflect expressive qualities</li> <li>4. Creating a mood through sound</li> </ol>			

**Flemington-Raritan Regional School District**  
Flemington, New Jersey

**MUSIC EDUCATION CURRICULUM**  
**GENERAL MUSIC**  
**Grades 5 & 6**

Dr. Jack Farr, Superintendent  
Dr. Linda Beyea, Assistant Superintendent  
Dawn Golding  
Helen Koch  
Aileen Marsh  
Rosemary Nagy

Council of Instruction Review	September 14, 2005
Staff Review/Vote	September 28, 2005
Board of Education Curriculum Committee Review	October 17, 2005
Board of Education Approval	November 14, 2005

**Flemington-Raritan Regional School District  
Music Education – General Music  
Grades 5 & 6**

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**Flemington-Raritan Regional Schools  
Music Education – General Music**

**Grade 5**

**Grade 6**

**Mission Statement**

The Flemington-Raritan Regional Schools, a caring and proactive district, in partnership with the community, provide each student with:

- A sound educational foundation,
- The guidance to strive for his/her full potential, and
- The inspiration to become a lifelong learner and productive citizen in an ever-changing global society.

**Flemington-Raritan Regional Schools**  
**Music Education – General Music**  
**Grade 5**  
**Grade 6**

**Philosophy**

Music engages the human spirit and expresses the inexpressible. In addition, history demonstrates music's value in all civilizations. Our school district believes it is critical to provide children with ongoing opportunities to grow musically. Our curriculum addresses aesthetic awareness and creativity, music knowledge, and technical competence in preparation for lifelong involvement in music. We work to enhance children's understanding of themselves and the people of the world through their art.

To accomplish these goals, the Flemington-Raritan Regional School District provides students with meaningful ongoing opportunities in general music, choral music, and instrumental music.

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: Classical Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
<p>I. Students will identify and demonstrate understanding of the lives and works of Classical composers in relation to history and culture.</p>	<ol style="list-style-type: none"> <li>1. Read and research information on specific composers or performers in relation to history and important events</li> <li>2. Watch videos about composers or performers.</li> <li>3. Listen to and identify major works by specific composers or performers.</li> <li>4. Listen to, discuss, describe and identify characteristics of a variety of Classical music using appropriate terminology.</li> <li>5. Analyze the musical elements of a variety of Classical music through tonality, meter, rhythm, timbre, dynamics, and expression.</li> <li>6. Compare Classical music in relation to other art forms.</li> <li>7. Compare and contrast works of different composers, genres, and periods.</li> <li>8. Identify terms related to Classical music, which may include but are not limited to: theme &amp; variation, symphony, rondo, concerto, and sonata.</li> </ol>	<p>Written evaluation (tests, reports, worksheets)</p> <p>Oral/aural evaluation (guided listening, presentations)</p> <p>Self/peer assessment</p>	<p>Internet/technology</p> <p>CDs</p> <p>Videos</p> <p>Books,</p> <p>Encyclopedias</p> <p>Related literature</p> <p>Art work</p> <p>Other performance media.</p>



**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: Classical Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
II. Students will demonstrate understanding of Classical music through performance activities.	<ol style="list-style-type: none"> <li>1. Sing a variety of Classical music in unison and 2 and 3 parts.</li> <li>2. Perform music on classroom instruments (Orff instruments, chimes, Boomwhackers, etc.).</li> <li>3. Improvise simple melodies, rhythms, and accompaniments.</li> <li>4. Compose or arrange short pieces.</li> </ol>	<p>Written evaluation (compositions/arrangements)</p> <p>Oral/aural evaluation (singing, playing instruments)</p> <p>Self/peer assessment</p>	<p>Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.)</p> <p>Applicable repertoire</p> <p>CDs</p> <p>Recording equipment.</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: Romantic Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
<p>I. Students will identify and demonstrate understanding of the lives and works of Romantic composers in relation to history and culture.</p>	<ol style="list-style-type: none"> <li>1. Read and research information on specific composers or performers in relation to history and important events.</li> <li>2. Watch videos about composers or performers.</li> <li>3. Listen to and identify major works by specific composers or performers.</li> <li>4. Listen to, discuss, describe, and identify characteristics of a variety of Romantic music using appropriate terminology.</li> <li>5. Analyze the musical elements of a variety of Romantic music through tonality, meter, rhythm, timbre, dynamics, and expression.</li> <li>6. Compare Romantic music in relation to other art forms.</li> <li>7. Compare and contrast works of different composers, genres, and periods.</li> <li>8. Identify terms related to Romantic music, which may include but are not limited to: Overture, Lied, Symphonic Poem, Nationalism, Program Music, and Ballet.</li> </ol>	<p>Written evaluation (tests, reports, worksheets)</p> <p>Oral/aural evaluation (guided listening, presentations)</p> <p>Self/peer assessment</p>	<p>Internet/technology</p> <p>CDs</p> <p>Videos</p> <p>Books</p> <p>Encyclopedias</p> <p>Related literature</p> <p>Art work</p> <p>Other performance media</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – 6<sup>th</sup> Grade**

Topic/Theme: Romantic Music

Expectation/Standards: National Standards

<b>Objective</b>	<b>Suggested Activities</b>	<b>Evaluations</b>	<b>Resources</b>
II. Students will demonstrate understanding of Romantic music through performance activities.	<ol style="list-style-type: none"> <li>1. Sing a variety of Romantic music in unison and 2 and 3 parts.</li> <li>2. Perform music on classroom instruments (Orff instruments, chimes, Boomwhackers, etc.).</li> <li>3. Improvise simple melodies, rhythms, and accompaniments.</li> <li>4. Compose or arrange short pieces.</li> </ol>	<p>Written evaluation (compositions/arrangements)</p> <p>Oral/aural evaluation (singing, playing instruments)</p> <p>Self/peer assessment</p>	<p>Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.)</p> <p>Applicable repertoire</p> <p>CDs</p> <p>Recording equipment</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: 20<sup>th</sup> Century Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
<p>I. Students will identify and demonstrate understanding of the lives and works of 20<sup>th</sup> Century composers in relation to history and culture.</p>	<ol style="list-style-type: none"> <li>1. Read and research information on specific composers or performers in relation to history and important events.</li> <li>2. Watch videos about composers or performers.</li> <li>3. Listen to and identify major works by specific composers or performers.</li> <li>4. Listen to, discuss, describe, and identify characteristics of a variety of 20<sup>th</sup> Century music using appropriate terminology.</li> <li>5. Analyze the musical elements of a variety of 20<sup>th</sup> Century music through tonality, meter, rhythm, timbre, dynamics, and expression.</li> <li>6. Compare 20<sup>th</sup> Century music in relation to other art forms.</li> <li>7. Compare and contrast works of different composers, genres, and periods.</li> <li>8. Identify terms related to 20<sup>th</sup> Century music, which may include but are not limited to: impressionism, serialism, atonality, 12-tone music, chance music, and avant garde notation.</li> </ol>	<p>Written evaluation (tests, reports, worksheets)</p> <p>Oral/aural evaluation (guided listening, presentations)</p> <p>Self/peer assessment</p>	<p>Internet/technology</p> <p>CDs</p> <p>Videos</p> <p>Books</p> <p>Encyclopedias</p> <p>Related literature</p> <p>Art work</p> <p>Other performance media</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: 20<sup>th</sup> Century Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
II. Students will demonstrate understanding of 20 <sup>th</sup> Century music through performance activities.	<ol style="list-style-type: none"> <li>1. Sing a variety of 20<sup>th</sup> Century music in unison and 2 and 3 parts.</li> <li>2. Perform music on classroom instruments (Orff instruments, chimes, Boomwhackers, etc.).</li> <li>3. Improvise simple melodies, rhythms, and accompaniments.</li> <li>4. Compose or arrange short pieces.</li> </ol>	Written evaluation (tests, reports, worksheets)  Oral/aural evaluation (singing, playing instruments)  Self/peer assessment	Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.)  Applicable repertoire  CDs  Recording equipment

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: World Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
<p>I. Students will demonstrate understanding of different types of music from various countries around the world in relation to history and culture. These styles may include but are not limited to: Reggae, Ska, Calypso, African drum, Japanese/Chinese, Latin American, Indian, and Native American.</p>	<ol style="list-style-type: none"> <li>1. Read and research information on specific World Music styles and performers.</li> <li>2. Watch videos about performers and/or styles.</li> <li>3. Listen to, discuss, describe, and identify specific characteristics of different World Music styles using appropriate terminology.</li> <li>4. Analyze the musical elements of a variety of World Music through tonality, meter, rhythm, timbre, dynamics, and expression.</li> <li>5. Identify world instruments by sight and sound.</li> <li>6. Compare World Music in relation to other art forms.</li> <li>7. Compare and contrast works of different styles and performers.</li> <li>8. Discuss the role music plays within the culture.</li> </ol>	<p>Written evaluation (tests, reports, worksheets)</p> <p>Oral/aural evaluation (guided listening, presentations)</p> <p>Self/peer assessment</p>	<p>Internet/technology</p> <p>CDs</p> <p>Videos</p> <p>Books</p> <p>Encyclopedias</p> <p>Related literature</p> <p>Art work</p> <p>Other performance media</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 5**

Topic/Theme: World Music

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
II. Students will demonstrate understanding of World Music styles through performance activities.	<ol style="list-style-type: none"> <li>1. Sing a variety of World Music styles in unison and 2 and 3 parts.</li> <li>2. Perform music on classroom instruments (Orff instruments, chimes, Boomwhackers, etc.).</li> <li>3. Improvise simple melodies, rhythms, and accompaniments.</li> <li>4. Compose or arrange short pieces.</li> </ol>	Written evaluation (tests, reports, worksheets)  Oral/aural evaluation (singing, playing instruments)  Self/peer assessment	Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.)  Applicable repertoire  CDs  Recording equipment

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 6**

Topic/Theme: Jazz

Expectation/Standards: National Standards

<b>Objective</b>	<b>Suggested Activities</b>	<b>Evaluations</b>	<b>Resources</b>
<p>I. Students will demonstrate understanding of various styles of Jazz in relation to history and culture. These styles may include but are not limited to: Blues, Ragtime, Dixieland, Swing, Cool, Bebop, and Free Jazz.</p>	<ol style="list-style-type: none"> <li>1. Read and research information on specific Jazz music styles and performers.</li> <li>2. Watch videos about performers and/or styles.</li> <li>3. Listen to, discuss, describe, and identify specific characteristics of different Jazz music styles using appropriate terminology.</li> <li>4. Analyze the musical elements of a variety of Jazz music through tonality, meter, rhythm, timbre, dynamics, and expression.</li> <li>5. Compare Jazz music in relation to other art forms.</li> <li>6. Compare and contrast works of different styles and performers.</li> <li>7. Discuss the role music plays within the culture.</li> </ol>	<p>Written evaluations (tests, reports, worksheets)</p> <p>Oral/aural evaluation (guided listening, presentation)</p> <p>Self/peer assessment</p>	<p>Internet/technology</p> <p>CDs</p> <p>Videos</p> <p>Books</p> <p>Encyclopedias</p> <p>Related literature</p> <p>Art work</p> <p>Other performance media</p>



**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: General Music – Grade 6**

Topic/Theme: Jazz

Expectation/Standards: National Standards

Objective	Suggested Activities	Evaluations	Resources
II. Students will demonstrate understanding of Jazz styles through performance activities.	<ol style="list-style-type: none"> <li>1. Sing a variety of Jazz music styles in unison and 2 and 3 parts.</li> <li>2. Perform music on classroom instruments (Orff instruments, chimes, Boomwhackers, etc.).</li> <li>3. Improvise simple melodies, rhythms, and accompaniments.</li> <li>4. Compose or arrange short pieces.</li> </ol>	Written evaluation (compositions/arrangements)  Oral/aural evaluation (singing, playing instruments)  Self/peer assessment	Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.)  Applicable repertoire  CDs  Recording equipment

**Flemington-Raritan Regional School District**  
Flemington, New Jersey

**MUSIC EDUCATION CURRICULUM**  
**GUITAR**  
**Grades 5 & 6**

Dr. Jack Farr, Superintendent  
Dr. Linda Beyea, Assistant Superintendent  
Thomas Amoriello

Council of Instruction Review	September 14, 2005
Staff Review/Vote	September 28, 2005
Board of Education Curriculum Committee Review	October 17, 2005
Board of Education Approval	November 14, 2005

**Flemington-Raritan Regional School District  
Music Education – Guitar  
Grades 5-6**

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**Flemington-Raritan Regional Schools  
Music Education Curriculum – Guitar  
Grades 5 & 6**

**District Mission Statement**

The Flemington-Raritan Regional Schools, a caring and proactive district, in partnership with the community, provides each student with an opportunity for:

- A sound educational foundation;
- The guidance to strive for his/her full potential;
- The inspiration to become a lifelong learner and productive citizen in an ever-changing global society.

**Flemington-Raritan Regional Schools  
Music Education Curriculum – Guitar  
Grades 5 & 6**

**Philosophy**

Music engages the human spirit and expresses the inexpressible. In addition, history demonstrates music's value in all civilizations. Our school district believes it is critical to provide children with ongoing opportunities to grow musically. Our curriculum addresses aesthetic awareness and creativity, music knowledge, and technical competence in preparation for lifelong involvement in music. We work to enhance children's understanding of themselves and the people of the world through their art.

To accomplish these goals, the Flemington-Raritan Regional School District provides students with meaningful ongoing opportunities in general music, choral music, and instrumental music.

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide**  
**Guitar**

**Description**

Instructional Guitar Class: Grades 5 & 6

Guitar classes in the Flemington-Raritan Regional School District will provide students with an opportunity to study a musical instrument on a beginning to intermediate level. Students will learn to read standard and guitar notations along with music theory related to the guitar. Graded solo and ensemble repertoire from the classical guitar literature will provide the foundation for evaluated study. Essential technique including seating position with a footstool, posture, finger style, and plectrum will be covered. Students will also be introduced to Jazz, Folk, Blues, and Contemporary techniques related to the guitar. The nylon string classical guitar in  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{7}{8}$ , and  $\frac{4}{4}$  sizes, is the only instrument to be used in class and performance in order to avoid a class made up of assorted instruments and styles of playing. Electric and steel string guitars are not allowed. The district makes an effort to provide guitars during class. Students enrolled in the guitar program are encouraged to obtain a proper sized classical guitar for home study.

Guitar Ensembles: Grades 5 & 6

In Guitar Ensemble, students will explore repertoire for trio, quartet and larger ensemble. This includes the graded original works, transcriptions and arrangements from the Renaissance period to the present day. Performance etiquette, sight reading in parts and performance practice will be developed during rehearsals. Classical guitars with nylon strings are the only instruments to be used during guitar ensemble.

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Guitar Ensemble - 5<sup>th</sup> & 6<sup>th</sup> Grade**

Topic/Theme: Elements of Ensemble Development

Expectation/Standards: National Standards 1.1, 1.2, 1.3, 1.4, 1.5

Objective	Suggested Activities	Evaluations	Resources
Students will sight read fluently in open and second position from standard notation.	<ol style="list-style-type: none"> <li>1. Sight Reading Drills.</li> <li>2. Lectures.</li> <li>3. Challenge sessions.</li> <li>4. Cross ability grouping.</li> <li>5. Score study.</li> <li>6. Dynamic exercises.</li> </ol>	<p>Teacher Evaluation</p> <p>Self-Evaluation</p> <p>Aural Assessment</p> <p>Performance Assessment</p>	<ul style="list-style-type: none"> <li>• Classical guitars in 1/2, 3/4, 7/8, 4/4 sizes</li> <li>• Donald Miller Guitar Ensemble Series</li> <li>• Hands-on training guitar formulas</li> <li>• Public domain guitar ensemble arrangements</li> <li>• Outside performing groups. Festivals</li> <li>• Adjustable music stands</li> <li>• Guitar footstools</li> <li>• Electronic tuner</li> <li>• Metronome</li> <li>• Video/Recording equipment</li> <li>• Uniform dress</li> </ul>
Students will learn proper performance etiquette that is the standard for classical performance ensembles.	<ol style="list-style-type: none"> <li>1. Lectures.</li> <li>2. Practice of entrance/exit/bowing in unison.</li> <li>3. Public performance.</li> </ol>		
Students will demonstrate an understanding of performance practice from different musical periods and cultures.	<ol style="list-style-type: none"> <li>1. Lectures.</li> <li>2. Survey and perform music from Renaissance to Contemporary periods.</li> <li>3. Survey and perform music from a variety of cultures including North and South America, Europe, Asia, Africa, and Australia.</li> </ol>		

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instructional Guitar Class - 5<sup>th</sup> & 6<sup>th</sup> Grade**

Topic/Theme: Essential Elements of Guitar Study

Expectation/Standards: National Standards 1.1, 1.2, 1.3, 1.4, 1.5

Objective	Suggested Activities	Evaluations	Resources
<p>Students will demonstrate principles and elements required for playing the guitar in a formal manner.</p> <p>Students will develop music theory skills related to the guitar.</p> <p>Students will develop a sense of world cultures, history, and society related to guitar study.</p> <p>Students will develop an aesthetic understanding of the arts related to guitar study.</p> <p>Students will develop critique and listening skills related to guitar study.</p> <p>Students will improvise and compose (creation simple melodies related to guitar study.</p>	<ol style="list-style-type: none"> <li>1. Holding position (with footstool).</li> <li>2. Identify parts of the guitar and construction.</li> <li>3. Guitar core.</li> <li>4. Standard notation and Spanish tablature.</li> <li>5. Simple chords in open position (major, minor, dominant).</li> <li>6. Finger Picking exercises (PIMA).</li> <li>7. Plectrum studies.</li> <li>8. Strumming chord progressions in the keys of CGDAE.</li> <li>9. Basic scales (major, minor, pentatonic, blues).</li> <li>10. Study of graded guitar literature to include solo, duo, trio, and quartet.</li> <li>11. Study of guitar history to include major figures from Lute period to present day.</li> <li>12. Principles of tuning (ear training).</li> <li>13. Single string melodies of Folk songs.</li> <li>14. Practice log/journal (goal oriented).</li> <li>15. Formal and informal performance (studio recital).</li> <li>16. Listening activities of major figures related to guitar (classical, jazz, blues, bluegrass, and modern).</li> <li>17. Changing strings</li> <li>18. Music business (copyright, publishing, promotion).</li> </ol>	<p>Written tests</p> <p>Teacher evaluations</p> <p>Self evaluations</p> <p>Aural Assessment</p> <p>Performance Assessment</p> <p>Instrument evaluation to include:</p> <ul style="list-style-type: none"> <li>- tone control</li> <li>- finger shape</li> <li>- distance of finger movement</li> <li>- right hand position</li> <li>- left hand position</li> <li>- technical ability</li> <li>- tonal quality</li> <li>- mental knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Classical Guitars in ½, ¾, 7/8, 4/4 sizes with protective devices.</li> <li>• Guitar footstools (adjustable)</li> <li>• Music stands (adjustable)</li> <li>• Strings (nylon)</li> <li>• Electronic tuners</li> <li>• Picks or plectrums in many sizes</li> <li>• Selected graded guitar literature</li> <li>• Instructional DVD/VHS materials</li> <li>• Guitar Flash Cards</li> <li>• Guitar repair accessories (string cutter)</li> <li>• Metronomes</li> <li>• Audio equipment for listening</li> <li>• Additional guitar accessories (cpo, et.)</li> <li>• Music technology software related to guitar study</li> <li>• Sibelius G7 Guitar Notation software</li> <li>• Additional guitars for special projects with amplification (electric guitar and bass)</li> <li>• Guest performing groups, Festivals</li> </ul>



**Flemington-Raritan Regional School District  
Music Education Curriculum – Guitar**

**Guitar Class and Ensemble Curricular Materials: Grades 5 & 6**

Mastering the Guitar, Class Method Level 1/Beginning Elementary through Eighth Grade. William Bay & Mike Christansen. Mel Bay Publications, Inc., 2000.

Hands On Training (Guitar Ensembles), Beginning Level. Nancy Marsters & Dawn C. Wooderson. Class Guitar Resources, 1997.

**Guitar Class and Ensemble Supplemental Materials: Grades 5 & 6**

Music of the Hispanic World, Donald Miller Guitar Ensemble Series. Mel Bay Publications, Inc. 2003.

Music from Around the World, Donald Miller Guitar Ensemble Series. Mel Bay Publications, Inc. 2003.

Music of the Renaissance, Donald Miller Guitar Ensemble Series. Mel Bay Publications, Inc. 2003.

Music of the Masters, Donald Miller Guitar Ensemble Series. Mel Bay Publications, Inc. 2003.

Baroque Music, Donald Miller Guitar Ensemble Series. Mel Bay Publications, Inc. 2003.

Young Beginner's First Repertoire for Classic Guitar. Sonia Michelson, Mel Bay Publications, Inc., 1996.

Play Guitar!. String Letter Publishing.

Acoustic Guitar. String Letter Publishing.

Soundboard. Guitar Foundation of America.

Guitar Review. Albert Augustine Ltd.

Classical Guitar Magazine. Ashley Mark Publishing Company.

Various music recordings and DVS/VHS instructional materials.

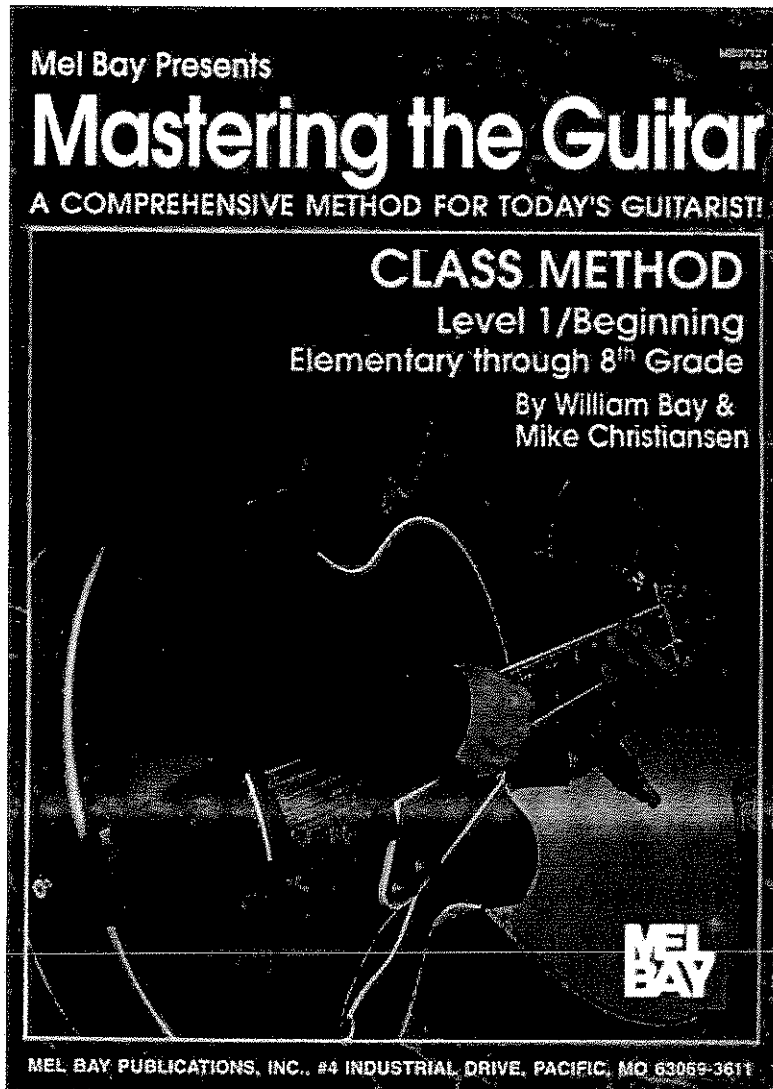
www.worldguitarist.com. Gunnar Eisel, 2001-2005.

**Flemington-Raritan Regional School District**  
Flemington, New Jersey

**GUITAR TEXTBOOK**  
Grades 5 & 6

Council of Instruction Review	October 19, 2005
Staff Review/Vote	November 3, 2005
Board of Education Curriculum Committee Review	November 7, 2005
Board of Education Approval	December 12, 2005

**Mastering the Guitar Class Method Level 1, Elementary to 8th Grade Edition**  
by **William Bay & Mike Christiansen**  
© 2002 by Mel Bay Publications, Inc., Pacific, MO 63069



Mastering the Guitar Class Method is a remarkably innovative new approach to teaching guitar in class settings. Special features of this method include: careful grading of all material; use of both standard notation and tablature; numerous guitar ensemble pieces; the combining of music with other disciplines such as history, math, English, etc.; presentation of varied musical styles as applied to the guitar; solo material from different musical periods; selections derived from various countries and cultures; graded lessons on improvising; and suggested guitar back-up and accompaniment styles. This new method meets current MENC national standards for music education.

Mel Bay Presents

# Mastering the Guitar

A COMPREHENSIVE METHOD FOR TODAY'S GUITARIST!

## CLASS METHOD

### Level 1/Beginning Elementary through 8<sup>th</sup> Grade

By William Bay &  
Mike Christiansen

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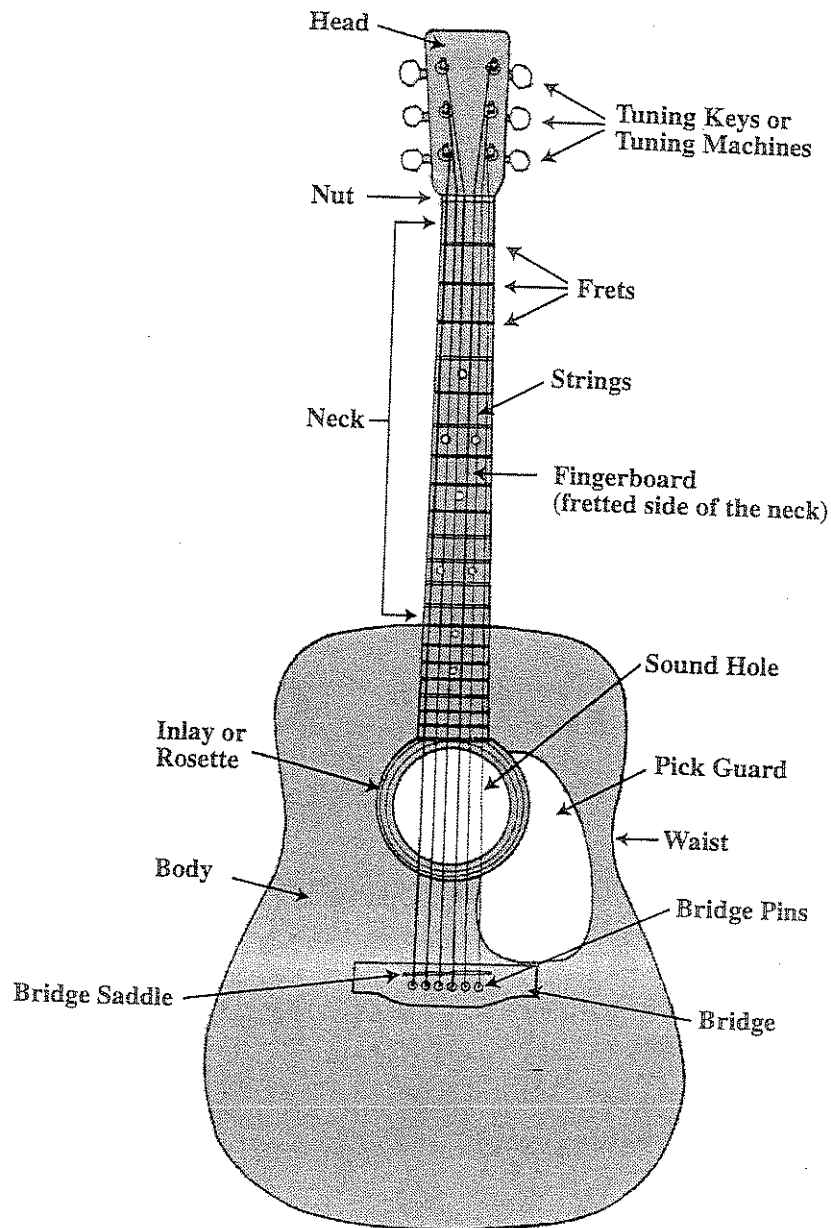
If you have purchased the book only, a CD (97121CD), a DVD (97121DVD), and a video (97121VX) of the music in this book are now available. The publisher strongly recommends the use of these resources along with the text to insure accuracy of interpretation and ease in learning.



1 2 3 4 5 6 7 8 9 0

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# Parts of the Guitar



## Care of the Guitar

Here are some tips to keep in mind for taking care of the guitar:

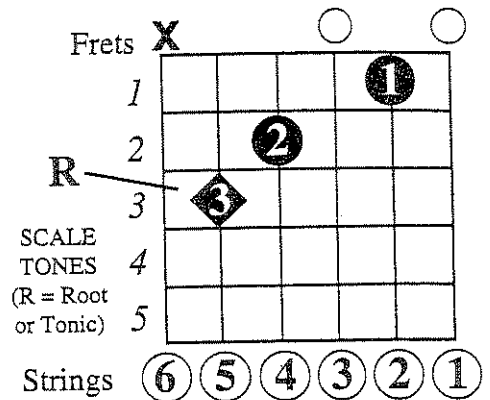
- 1) Make sure the correct type of strings are on the guitar. There are basically two types of strings: nylon and steel. Nylon strings are for the classical guitar and steel strings are for the steel string acoustic (folk) guitar and electric guitar (unless the electric has an "acoustic" pick-up). Steel strings which are bronze are for the steel string acoustic guitar. Bronze strings do not work well on electric guitars unless the electric has an "acoustic pick-up." Most guitars play best if strung with medium or light gauge strings. Heavy gauge strings may warp the neck on some guitars.
- 2) Avoid rapid temperature and/or humidity changes. A rapid change could damage the finish and the wood of the guitar. Do not leave the guitar in a car when the weather is very hot or cold, and try not to leave the guitar next to heater vents or air conditioners. If the climate is extremely dry, a guitar humidifier can be purchased and used to prevent the guitar drying and cracking.
- 3) Polish the guitar. Polish which is made specifically for guitars can be purchased from a music store. Besides keeping the guitar looking nice, polishing the guitar will help to protect the finish and the woods. Be careful not to polish the fingerboard.
- 4) If the guitar is being shipped or taken on an airplane, be sure to loosen the strings. The strings do not have to be completely loose, but loosened considerably so the tension of the strings pulling on the neck is greatly reduced.

# Reading the Music Diagrams

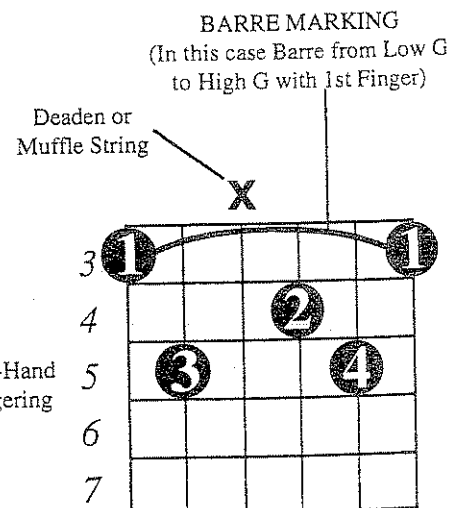
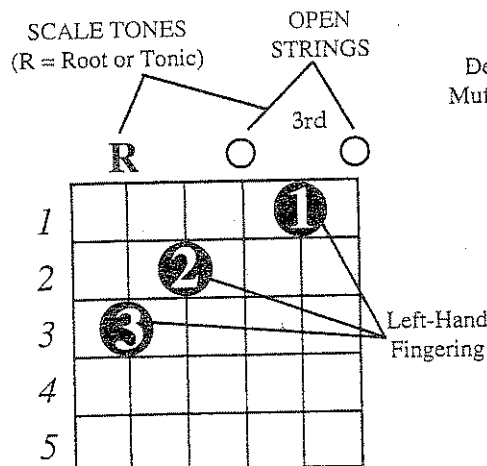
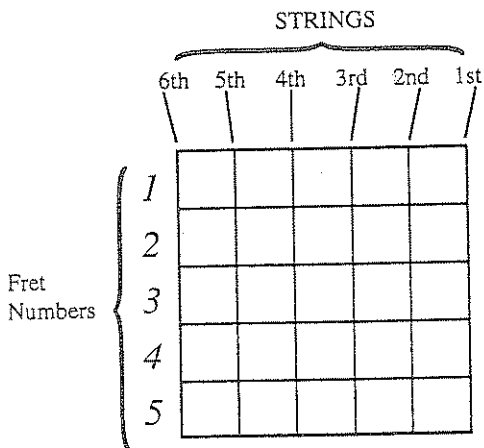
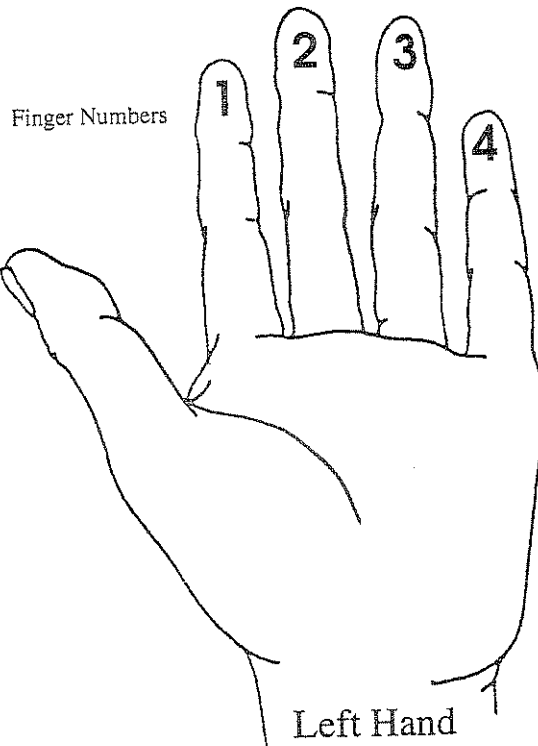
The music in this book will be written using chord diagrams, tablature, and standard notation.

Chord diagrams will be used to illustrate chords and scales. With the chord diagrams, the vertical lines represent the strings on the guitar, with the first string being on the right. The horizontal lines represent frets, with the first fret being on the top. Dots, or numbers, on the lines show the placement of left-hand fingers. The numbers on, or next to the dots indicate which left-hand finger to use. A diamond may be used to indicate the placement of the root of the chord or scale. **Root** refers to a note which has the same letter name as the chord or scale.

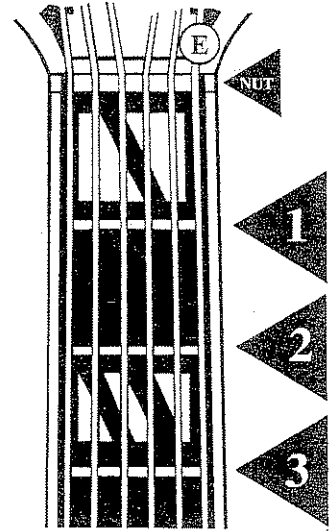
A zero above a string indicates the string is to be played open (no left-hand fingers are pushing on the string). An "X" above a string indicates that string is not to be played, or that the string is to be muted by tilting one of the left-hand fingers and touching the string lightly.



## Left-Hand Fingers

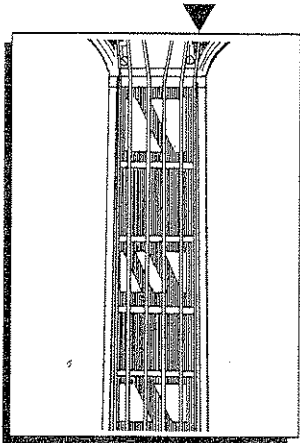


# Our First Note



**E**

The first string on the guitar is called the high E String. Our first note is E-open 1st string.



(Open)

Unless otherwise indicated, use a pick to play the exercises and solos in this book. Use a downstroke to play quarter, half, and whole notes.

## E Study #1

(Use a pick to play the following studies)



Disc 1  
Track #17

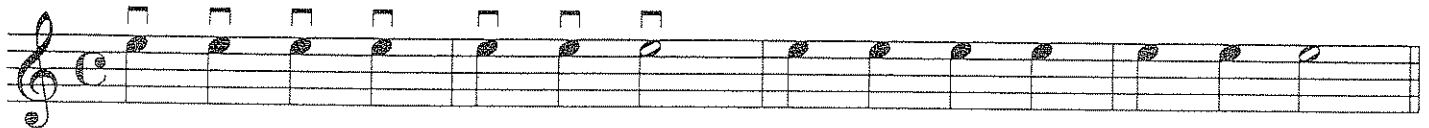
Pick: Down Down Down Down



Count: 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4

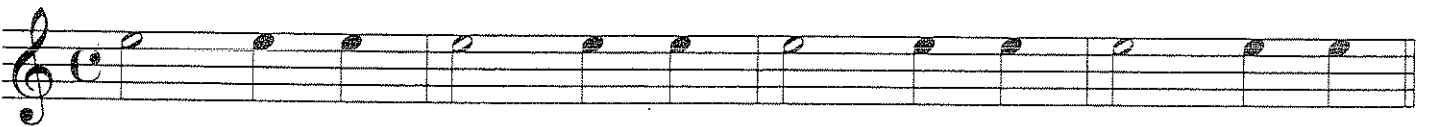
## E Study #2

Pick:



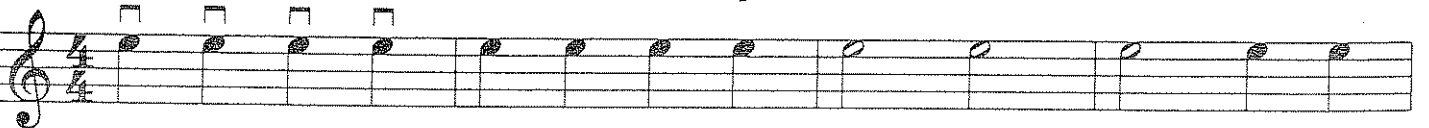
Count: 1 2 3 4 1 2 3 4

## E Study #3

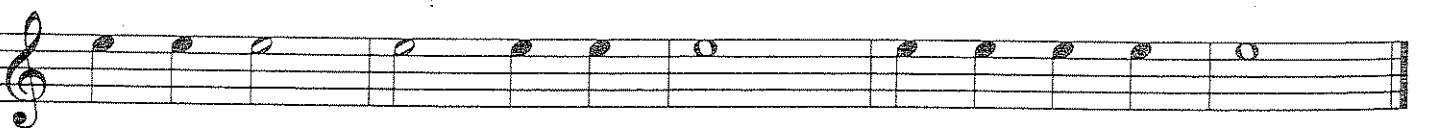


Count: 1 2 3 4 1 2 3 4

## E Study #4

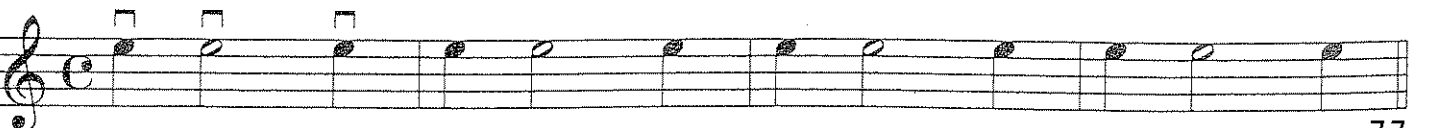


Count: 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4



## E Study #5

Pick:



Count: 1 2 3 4

# 1st String Studies

## 8th Note Rhythm



Disc 1  
Track #31

Musical staff showing a sequence of eighth notes with pick marks (V) above the first four notes.

### Study #2

Musical staff showing a sequence of eighth notes with pick marks (V) above the first six notes.

### Picking Study



Disc 1  
Track #32

Musical staff showing a sequence of eighth notes with pick marks (V) above the first six notes.

### Time and Picking Study



Disc 1  
Track #33

Musical staff in 4/4 time showing eighth notes with pick marks (V) above the first four notes.

Count: 1 2 3 4 1 & 2 & 3 & 4 & 1 2 & 3 4 &

Musical staff in 4/4 time showing eighth notes with pick marks (V) above the first four notes.

1 & 2 & 3(4) 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

Musical staff in 4/4 time showing eighth notes with pick marks (V) above the first four notes.

1(2) 3 & 4 & 1 2 & 3 4 & 1 2 3 & 4 & 1 & 2 3 & 4 &

Musical staff in 4/4 time showing eighth notes with pick marks (V) above the first four notes.

1 2 & 3 4 & 1 & 2 & 3 4 1 & 2 & 3 4 1 & 2 & 3 & 4 &

Musical staff in 4/4 time showing eighth notes with pick marks (V) above the first four notes.

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 (2)(3)(4)

Play Slowly

### Speed Study



Disc 1  
Track #34

Musical staff showing a sequence of eighth notes with pick marks (V) above the first six notes.



**Flemington-Raritan Regional School District**  
Flemington, New Jersey

# **General Music Curriculum**

## **Grades 7 & 8**

Dr. Jack Farr, Superintendent  
Dr. Linda Beyea, Assistant Superintendent  
Heather L. Faherty  
David R. Thomas

Council of Instruction Review	October 10, 2005
Staff Review/Vote	November 3, 2005
BOE Curriculum Committee Review	November 7, 2005
Board of Education Approval	November 21, 2005

**Flemington-Raritan Regional Schools  
General Music Curriculum  
Grades 7 & 8**

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**Flemington-Raritan Regional Schools  
General Music Curriculum  
Grades 7 & 8**

**District Mission Statement**

The Flemington-Raritan Regional School District, a caring and proactive district, in partnership with the community, provide each student with an opportunity for:

- a sound educational foundation,
- the guidance to strive for his/her full potential, and
- the inspiration to become a lifelong learner and productive citizen in an ever-changing global society.

**Flemington-Raritan Regional Schools  
General Music Curriculum  
Grades 7 & 8**

**Music Education Philosophy**

Music is an integral part of the human spirit and has served through the ages as one of the measures of civilization. The Flemington-Raritan Regional School District believes it is important to provide children with opportunities to grow in aesthetic awareness and creativity, increase general knowledge and technical competence, and prepare for lifelong involvement in music. We seek to enhance children's understanding of themselves and the peoples of the world through their art.

To accomplish these goals, the Flemington-Raritan Regional School District provides the students with meaningful opportunities in general, choral and instrumental music.

**Flemington-Raritan Regional Schools**  
**General Music Curriculum**  
**Grades 7 & 8**

**Program Description**

In the Middle School, students will build upon previous musical knowledge in the areas of music theory, music history, music composition and music research, via traditional methods, as well as utilizing computer and internet devices. They will develop beginning piano skills and study various composers and musical genres from the Baroque period through the present day.

Introduction to the Keyboard, Theory 1

- I. Students will read treble and bass clefs on the staff, identify note names on the keyboard, and demonstrate finger placement on the keyboard.
- II. Students identify rhythmic and rest values in the context of duple time signatures.
- III. Students read at sight, simple melodies in the treble and bass clefs.
- IV. Students will identify melodic and harmonic intervals.
- V. Students will identify musical symbols.
- VI. Students will be introduced tonic, sub-dominant and dominant chord progressions with simple melodies.
- VII. Students will be introduced to C and G major key signatures.
- VIII. Students will be introduced to accidentals.

Baroque Period

- I. Students will be introduced to elements of the Baroque period.
- II. Students will study Baroque composers such as: Bach, Handel, Vivaldi and Pachelbel.

Classical Period

- I. Students will be introduced to elements of the Classical Period.
- II. Students will study Classical composers such as: Mozart, Haydn and Beethoven.

## Romantic Period

- I. Students will be introduced to elements of the Romantic Period.
- II. Students will study Romantic composers such as: Schubert, Chopin, Wagner, Tchaikovsky and Dvorak.

## 20<sup>th</sup> Century Music History

- I. Students will study 20<sup>th</sup> Century musical styles.

## Music Notation Software

- I. Students will learn music notation software basics.
- II. Students will compose and improvise in a software program.
- III. Students will understand the basics of music arranging and typesetting.
- IV. Students will be introduced to music sequencing software.

**Flemington-Raritan Regional Schools**  
**General Music Curriculum**  
**Grades 7 & 8**

**Level of Achievement/Benchmarks**

Assessment will be evaluated including the following methods:

1. Performance on piano keyboard.
2. Note/chord identification worksheets, quizzes, and tests.
3. Composer worksheets, quizzes, and tests.
4. Musical period worksheets, quizzes, and tests.
5. Peer, self, and teacher assessment.
6. Student presentations.

**Flemington-Raritan Regional Schools  
General Music Curriculum  
Grades 7 & 8**

**Alignment with New Jersey Core Content Standards**

The following NJCCS's were used for this curriculum:

**Standard 1.1**

**All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.**

1. Communicate their responses to dance, music, theater, and visual arts with supporting statements based on aesthetics.
2. Understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.
3. Communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

**Standard 1.3**

**All students will utilize arts elements and arts media to produce artistic products and performances.**

1. Apply elements and media common to the arts to produce a work of art.
2. Demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

**Standard 1.4**

**All students will demonstrate knowledge of the process of critique.**

2. Offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.



### Standard 1.5

**All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.**

5. Identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.
6. Understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.
7. Interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

**Flemington-Raritan Regional Schools  
General Music Curriculum  
Grades 7 & 8**

**Appendices**

**Books:**

Althouse, Jay and Judith O'Reilly. (2002). Alfred's Accent of Composers. Alfred Publishing Co., Inc.

Elledge, Chuck, Jane Yarbrough, and Bruce Pearson. (1993). Standard of Excellence Theory & History Workbook. Neil A. Kjos Music Company

Montgomery, June and Maurice Hinson. (1997). Meet the Great Composers, Book One and Two. Alfred Publishing Co., Inc.

Palmer, Willard A., Morton Manus, and Amanda Vick Lethco. (1989, 1997). Alfred's Basic Adult Piano Course, Vol. 1, 2, and 3. Alfred Publishing Co., Inc.

Palmer, Willard A., Morton Manus, and Amanda Vick Lethco. (1984). Alfred's Basic Adult Theory Book, Vol. 1 and 2. Alfred Publishing Co., Inc.

Surmani, Andrew, Karen Farnum Surmani, and Morton Manus. (2002). Alfred's Essentials of Music Theory, Vol. 1 and 2. Alfred Publishing Co., Inc.

**Recordings:**

Various Musical Recordings (Medieval through Contemporary Music)

**Websites:**

Adams, Ricci. (2000-2003). [www.musictheory.net](http://www.musictheory.net)

MENC. (2005). [www.menc.org](http://www.menc.org)

**Software:**

Finn, Ben and Jonathan. (2001). Sibelius Teaching Tools. Sibelius Group.

Finale Notepad. (2005). Finale® NotePad®.

Various Sequencing Programs, as available

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Introduction to the Keyboard, Theory I			
Expectation/Standards: National Standards 2c,3a,3b,3c,3d,3e,4a,4d, 5a, 5b,5c, 5d NJCCCS: 1.1.1,1.1.2,1.1.3,1.3.2			
Objectives	Suggested Activities	Evaluations	Resources
I. Students will identify notes in the treble and bass clefs, identify keys on the keyboard and finger placement on the keyboard	<ol style="list-style-type: none"> <li>1. Identify notes on the staff</li> <li>2. Create an acronym, which identifies the notes or the spaces of treble and bass clefs</li> <li>3. Locate notes on the piano keyboard</li> <li>4. Complete a musical crossword puzzle, identifying treble clef notes, bass clef notes, and notes on the piano keyboard</li> <li>5. Note naming worksheets from Sibelius teaching tools</li> <li>6. Drawing treble, bass clefs on manuscript paper</li> <li>7. Identify notes in C position on the keyboard</li> <li>8. Use activities from musictheory.net (note identifications tutorial)</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance on piano keyboard</li> <li>2. Note identification quiz</li> <li>3. Peer assessment</li> <li>4. Self assessment</li> </ol>	<p>Standard of Excellence Theory Workbook</p> <p>Alfred's Basic Adult Piano Course vol. 1</p> <p>Alfred's Basic Adult Theory Book, vol. 1</p> <p>Alfred's Essentials of Music Theory Volume 1 and 2</p> <p>www.musictheory.net</p>
II. Students will identify rhythmic and rest values in the context of duple time signatures	<ol style="list-style-type: none"> <li>1. Use physical movements to represent beat</li> <li>2. Identify note values: whole note, half note, quarter note, eighth note, sixteenth note, and equivalent rest values</li> <li>3. Identify rhythm in the context of 4/4, 3/4 and 2/4</li> <li>4. Perform on the keyboard</li> <li>5. Complete rhythm worksheets</li> <li>6. Body and percussion ostinato</li> <li>7. Perform various rhythms using classroom percussion</li> <li>8. Rhythm compositions</li> <li>9. Use activities from musictheory.net (rhythm value tutorial)</li> </ol>		<p>Sibelius teaching tools</p> <p>www.menc.org</p>

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Introduction to the Keyboard, Theory I			
Expectation/Standards: National Standards 2c,3a,3b,3c,3d,3e,4a,4d, 5a, 5b,5c, 5d NJCCCS: 1.1.1,1.1.2,1.1.3,1.3.2			
Objectives	Suggested Activities	Evaluations	Resources
III. Students will read at sight, simple melodies in the treble and bass clefs	<ol style="list-style-type: none"> <li>1. Perform simple songs in the C Major hand position on the keyboard in both clefs</li> <li>2. Play by ear, simple melodies on the keyboard</li> <li>3. Compose a simple song using given rhythms and note names</li> <li>4. Identify simple songs aurally</li> <li>5. Identify solfège syllables in simple songs</li> <li>6. Complete simple songs with altered / student-composed endings</li> </ol> <p>Extended activities:</p> <ol style="list-style-type: none"> <li>1. Students will read at sight, piano pieces at their level of ability</li> </ol>	<ol style="list-style-type: none"> <li>1. Keyboard Performance</li> <li>2. Note identification worksheets</li> <li>3. Student/peer assessment</li> <li>4. Assessment through quizzes and tests</li> </ol>	<p>Standard of Excellence Theory Workbook</p> <p>Alfred's Basic Adult Piano Course vol. 1, 2 and 3</p> <p>Alfred's Basic Adult Theory Book, vol. 1 and 2</p> <p>Alfred's Essentials of Music Theory, Vol. 1 and 2</p> <p>Sibelius Teaching Tools</p> <p>www.musictheory.net</p> <p>www.menc.org</p> <p>Music sequencing software</p> <p>Finale Notepad</p>
IV. Students will identify melodic and harmonic intervals	<ol style="list-style-type: none"> <li>1. Play melodic and harmonic 2nds, 3rds, 4ths and 5ths on the keyboard</li> <li>2. Identify visually and aurally (using solfège as a tool) the intervals of a 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup></li> <li>3. Create a simple melody using the above intervals</li> </ol>		
V. Students will identify musical symbols	<ol style="list-style-type: none"> <li>1. Define dynamic markings (forte, piano, crescendo, decrescendo)</li> <li>2. Identify musical symbols (repeat signs, fermatas, ritardandos)</li> </ol>		

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Introduction to the Keyboard, Theory I			
Expectation/Standards: National Standards 2c,3a,3b,3c,3d,3e,4a,4d, 5a, 5b,5c, 5d NJCCCS: 1.1.1,1.1.2,1.1.3,1.3.2			
Objectives	Suggested Activities	Evaluations	Resources
VI. Students will be introduced to tonic, sub-dominant and dominant chord progressions with simple melodies	<ol style="list-style-type: none"> <li>1. Introduce tonic, dominant and sub-dominant chords</li> <li>2. Perform tonic, dominant and sub-dominant chords in each hand on the piano keyboard</li> <li>3. Perform the chords with a simple melody</li> <li>4. Improvise simple melodies with accompaniment</li> <li>5. Create a rhythmic accompaniment for compositions or improvisations</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance on keyboard</li> <li>2. Chord identification worksheets</li> <li>3. Student/peer assessment</li> </ol>	<p>Standard of Excellence Theory Workbook</p> <p>Alfred's Basic Adult Piano Course vol. 1, 2 and 3.</p> <p>Alfred's Basic Adult Theory Book, vol. 1 and 2</p> <p>Alfred's Essentials of Music Theory, Vol. 1 and 2</p> <p>Sibelius Teaching Tools</p> <p><a href="http://www.musictheory.net">www.musictheory.net</a></p> <p><a href="http://www.menc.org">www.menc.org</a></p>
VII. Students will be introduced to C and G major key signatures	<ol style="list-style-type: none"> <li>1. Perform simple songs within the key signature</li> <li>2. Perform Tonic, Sub – dominant and Dominant chords within the key signature</li> <li>3. Visually distinguish key signatures on worksheet and simple songs</li> </ol> <p>Extended activities:</p> <ol style="list-style-type: none"> <li>1. Students will work on pieces in various key signatures, including minor keys, at their level of ability</li> </ol>		
VIII. Students will be introduced to accidentals (sharps, flats, naturals)	<ol style="list-style-type: none"> <li>1. Students perform simple songs using accidentals.</li> <li>2. Students perform chords using accidentals.</li> </ol>		

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Baroque Period			
Expectation/Standards: National Standards 5a,5b,5c,6a,6b,7a,7b,8a,8b,8c,8d,9a,9b,9c,9d NJCCCS: 1.3.2, 1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
IX. Students will be introduced to elements of the Baroque period	<ol style="list-style-type: none"> <li>1. Guided listening activities</li> <li>2. Perform partner songs to demonstrate polyphony</li> </ol>	<ol style="list-style-type: none"> <li>1. Worksheets</li> <li>2. Assessment through quizzes and tests</li> <li>3. Student projects</li> <li>4. Baroque Webquest</li> </ol>	<p>Alfred's Accent on Composers</p> <p>Alfred's Meet the Great Composers, Book 1 and 2</p> <p><a href="http://www.menc.org">www.menc.org</a></p> <p>Various recordings from individual teacher resources</p>
X. Students will study various Baroque composers; such as Bach, Handel, Vivaldi and Pachelbel	<ol style="list-style-type: none"> <li>1. Internet scavenger hunt on the lives of Baroque composers.</li> <li>2. Guided listening activities and worksheets.</li> <li>3. Composer projects</li> <li>4. Baroque Webquest</li> </ol>		

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: The Classical Period			
Expectation/Standards: National Standards 5a,5b,5c,6a,6b,7a,7b,8a,8b,8c,8d,9a,9b,9c,9d NJCCCS: 1.3.2, 1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
XI. Students will be introduced to elements of the Classical Period	<ol style="list-style-type: none"> <li>1. Guided listening activities</li> <li>2. Perform simple classical melodies</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete worksheets</li> <li>2. Assessment through quizzes and tests</li> <li>3. Presentation of student projects</li> </ol>	Alfred's Accent on Composers  Alfred's Meet the Great Composers, Book 1 and 2 <a href="http://www.menc.org">www.menc.org</a>
XII. Students will be introduced to Classical composers; such as Mozart, Haydn and Beethoven	<ol style="list-style-type: none"> <li>1. Research the lives of Classical composers</li> <li>2. Composer projects</li> <li>3. View edited movies on various composers</li> </ol>		Various recordings from individual teacher resources

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: The Romantic Period			
Expectation/Standards: National Standards 5a,5b,5c,6a,6b,7a,7b,8a,8b,8c,8d,9a,9b,9c,9d NJCCCS: 1.3.2, 1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
XIII. Students will be introduced to elements of the Romantic Period	<ol style="list-style-type: none"> <li>1. Guided listening activities</li> <li>2. Identify the difference styles of music from the Romantic period: Nationalistic music, Programmatic music, German Lieder</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete worksheets on Composers and Romantic period music</li> <li>2. Assess through Quizzes, Test</li> </ol>	<p><a href="http://www.frsd.k12.nj.us/rfmsmusic">www.frsd.k12.nj.us/rfmsmusic</a></p> <p>Alfred's Accent on Composers</p>
XIV. Students will study Romantic composers; such as Schubert, Chopin, Wagner, Tchaikovsky and Dvořák	<ol style="list-style-type: none"> <li>1. Internet research on the lives of Romantic composers</li> <li>2. Internet scavenger hunt on Dvořák's New World Symphony</li> <li>3. Composer projects</li> <li>4. Use listening examples with accompanying listening guides from various Romantic period composers</li> <li>5. Edited movies on various composers</li> <li>6. Use worksheets on the lives and musical works of the Romantic period composers</li> </ol>	<ol style="list-style-type: none"> <li>3. Compare the different styles of Romantic period music</li> <li>4. Identify styles of various Romantic period composers</li> </ol>	<p>Alfred's Meet the Great Composers, Book 1 and 2</p> <p><a href="http://www.menc.org">www.menc.org</a></p> <p>Various recordings from individual teacher resources</p>



**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: 20 <sup>th</sup> Century Music History			
Expectation/Standards: National Standards 5a,5b,5c,6a,6b,7a,7b,8a,8b,8c,8d,9a,9b,9c,9d NJCCCS: 1.3.2, 1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
XV. Students will study an overall view of the 20 <sup>th</sup> Century musical styles	<ol style="list-style-type: none"> <li>1. Guided listening activity incorporating visual art</li> <li>2. Compare different versions of the same piece of music</li> <li>3. Compare, analyze and classify different 20<sup>th</sup> century styles</li> <li>4. Musical Form: Popular song presentation</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete worksheets on music and composers of the 20<sup>th</sup> century</li> <li>2. Assess through Quizzes and Tests</li> <li>3. Compare the different styles of 20<sup>th</sup> century music</li> <li>4. Identify styles of various 20<sup>th</sup> century composers</li> </ol>	<p>Alfred's Accent on Composers</p> <p>Alfred's Meet the Great Composers, Book 1 and 2</p> <p>Rock and Roll Hall of Fame Website</p> <p>Various recordings from individual teacher resources</p> <p><a href="http://www.menc.org">www.menc.org</a></p>

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Music Notation Software			
Expectation/Standards: National Standards 5a, 5b, 5c, 6a, 6b, 7a,7b, 8a, 8b, 8c, 8d NJCCCS: 1.3.2, 1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
XVI. Students will learn music notation software basics	<ol style="list-style-type: none"> <li>1. Practice opening and creating a new musical score</li> <li>2. Selecting and deselecting measures on the staff</li> <li>3. Create instrumentation for a musical selection</li> <li>4. Learning playback skills</li> <li>5. Editing, rearranging and creating notes in melodic and harmonic form</li> <li>6. Reading, editing, counting and creating rhythms</li> <li>7. Performing basic note entry, dragging notes and keyboard entry</li> <li>8. Simple song input and creating variations of simple songs</li> <li>9. Control-command short-cuts</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate and assess student compositions</li> <li>2. Student/peer evaluation with rubric</li> </ol>	<p>Sibelius software and teaching tools</p> <p>Finale Notepad</p> <p><a href="http://www.menc.org">www.menc.org</a></p> <p>Music sequencing software</p>
XVII. Students will compose simple melodies and rhythms in a notation software program	<ol style="list-style-type: none"> <li>1. Create a melody over tonic, dominant and sub-dominant chords using the C Major scale</li> <li>2. Create a percussion part for a simple melody</li> </ol>		

**Flemington-Raritan School District**  
**Music Curriculum Guide: General Music – Grades 7 & 8**

Topic/Theme: Music Notation Software			
Expectation/Standards: National Standards 3a,3b, 3c,4a,4b,4c,5a,5b,5c,6a,6b,7a,7b NJCCCS: 1.3.1.4.2,1.5.5,1.5.6,1.5.7			
Objectives	Suggested Activities	Evaluations	Resources
XVIII. Students will be introduced to the basics of music arranging and typesetting	<ol style="list-style-type: none"> <li>1. Adding staves to existing arrangements</li> <li>2. Creating Harmonic accompaniments, including adding chords</li> <li>3. Adding rhythmic accompaniment</li> <li>4. Compose a complete composition</li> </ol> <p>Extended activities:</p> <ol style="list-style-type: none"> <li>1. Students will convert MIDI files to notation software</li> <li>2. Students will convert compositions to a web-page format for possible publication to the school website</li> </ol>	<ol style="list-style-type: none"> <li>1. Student/peer evaluation with rubric</li> <li>2. Grade and compare the editing of a completed composition</li> <li>3. Grade students on the overall form and flow of the sequenced tracks</li> </ol>	<p>Sibelius software and teaching tools</p> <p><a href="http://www.classicalarchives.com">www.classicalarchives.com</a></p> <p><a href="http://www.sibeliusmusic.com">www.sibeliusmusic.com</a></p> <p><a href="http://www.menc.org">www.menc.org</a></p> <p>Finale Notepad</p> <p>Music sequencing software</p>
XIX. Students will be introduced to music sequencing software, as available	<ol style="list-style-type: none"> <li>1. Students will listen to examples of files that have been created with the software</li> <li>2. Students will create a new file using pre-existing tracks</li> </ol>		

**Flemington-Raritan Regional School District**  
**Vocal Music Program Description**  
**Choral Music Program**

Vocal music instruction begins in the General Music Program. The Choral Music Program includes choruses in Grades 4-8.

As students move through the grades, they are progressively challenged in their music reading, vocal productions, and ensemble skills through the study of more demanding music and performance expectations. Students expand their understanding of the singing voice through music reading, development of vocal skills, part singing, and ensemble participation. Choruses provide significant performance opportunities.

In the middle and intermediate schools, students may audition for select choral ensembles.

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Vocal Ensembles, Grades 4-8**

Topic/Theme: Vocal Production		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5	
Performance Expectation: Creating the Sound			
Objectives	Concepts	Evaluations	Resources
<p>The students will:</p> <p>Understand the preparation of the body for singing.</p>	<ol style="list-style-type: none"> <li>1. Physical stretching</li> <li>2. Physical exercises</li> <li>3. Posture</li> <li>4. Breathing</li> <li>5. Tone production (chants, vocalises)</li> </ol>	<p>Teacher observation</p> <p>Oral/Aural assessment</p> <p>Performance assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p>	<p>Supplemental material including but not limited to:</p> <p>Variety of age-appropriate choral literature</p> <p><i>Lifeline for Children's Choir Directors</i></p> <p><i>Teaching Children to Sing Of Primary Importance</i></p> <p><i>We Will Sing</i></p> <p><i>Children Sing His Praise: A Handbook for Children's Choir Directors</i></p> <p><i>Teaching the Elementary School Chorus</i></p> <p>Visual and manipulative materials</p> <p>Supplemental books, recordings, and videos</p>
<p>Demonstrate the use of the voice as a musical instrument.</p>	<ol style="list-style-type: none"> <li>1. Speaking voice and singing voice</li> <li>2. Vowel shaping</li> <li>3. Consonant articulation</li> <li>4. Diction</li> <li>5. Breath support</li> <li>6. Pitch accuracy (auditory awareness and production)</li> <li>7. Rhythmic accuracy and flow</li> <li>8. Phrasing</li> <li>9. Expansion of the range</li> <li>10. Changing voice</li> </ol>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Vocal Ensembles, Grades 4-8**

Topic/Theme: Ensemble Sound		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5	
Performance Expectation: Performing Artistically Within a Group			
Objectives	Concepts	Evaluations	Resources
<p>The students will:</p> <p>Develop the skills and understanding required to perform in a group.</p>	<ol style="list-style-type: none"> <li>1. Auditory awareness</li> <li>2. Balance and blend</li> <li>3. Part singing</li> <li>4. Interpretation</li> <li>5. Following a conductor</li> <li>6. Appropriate expressive movement</li> <li>7. Performing in front of an audience</li> </ol>	<p>Teacher observation</p> <p>Oral/Aural assessment</p> <p>Performance assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p>	<p>Supplemental materials including but not limited to:</p> <p>Variety of age-appropriate choral literature</p> <p><i>Lifeline for Children's Choir Directors</i></p> <p><i>Teaching Children to Sing Of Primary Importance</i></p> <p><i>We Will Sing</i></p> <p><i>Children Sing His Praise: A Handbook for Children's Choir Directors</i></p> <p><i>Teaching the Elementary School Chorus</i></p> <p>Visual and manipulative materials</p> <p>Supplemental books, recordings, and videos</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Vocal Ensembles, Grades 4-8**

Topic/Theme: Reading Notation		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5	
Performance Expectation: Interpreting the Written Page Into Sound			
Objectives	Concepts	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate understanding of written symbols for pitch.</p>	<ol style="list-style-type: none"> <li>1. Melodic contour</li> <li>2. Intervals</li> <li>3. Letter names</li> <li>4. Solfege syllables</li> <li>5. Sight reading</li> </ol>	<p>Teacher observation</p> <p>Oral/Aural assessment</p> <p>Performance assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p>	<p>Supplemental material including but not limited to:</p> <p>Variety of age-appropriate choral literature</p> <p><i>Lifeline for Children's Choir Directors</i></p> <p><i>Teaching Children to Sing</i></p> <p><i>Of Primary Importance</i></p> <p><i>We Will Sing</i></p> <p><i>Children Sing His Praise: A Handbook for Children's Choir Directors</i></p> <p><i>Teaching the Elementary School Chorus</i></p> <p>Visual and manipulative materials</p> <p>Supplemental books, recordings, and videos</p>
<p>Demonstrate understanding of written symbols for rhythm.</p>	<ol style="list-style-type: none"> <li>1. Note and rest names</li> <li>2. Note and rest values</li> <li>3. Performance of rhythmic patterns</li> <li>4. Sight reading</li> </ol>		
<p>Demonstrate understanding of written symbols for expression.</p>	<ol style="list-style-type: none"> <li>1. Tempo markings</li> <li>2. Dynamic markings</li> <li>3. Articulation markings</li> <li>4. Phrase markings</li> <li>5. Style markings</li> </ol>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Vocal Ensembles, Grades 4-8**

Topic/Theme: Reading Notation			
Performance Expectation: Interpreting the Written Page Into Sound			
Objectives	Concepts	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate understanding of written symbols for form.</p>	<ol style="list-style-type: none"> <li>1. Measures</li> <li>2. Repeated sections</li> <li>3. Endings</li> <li>4. Form of the piece as a whole</li> </ol>	<p>Teacher observation</p> <p>Oral/Aural assessment</p> <p>Performance assessment</p> <p>Self evaluation</p> <p>Peer evaluation</p>	<p><b>Supplemental material Including but not limited to:</b></p> <p>Variety of age-appropriate choral literature</p> <p>Lifeline for Children's Choir Directors</p> <p>Teaching Children to Sing Of Primary Importance We Will Sing</p> <p>Children Sing His Praise: A Handbook for Children's Choir Directors</p> <p>Teaching the Elementary School Chorus</p> <p>Visual and manipulative materials</p> <p>Supplemental books, recordings, and videos</p> <p>Essential Elements for Choir Level I-II</p> <p>Successful Warm Ups Book I</p> <p>The Sight Singer Volume I</p>
<p>Demonstrate understanding of the vocal score.</p>	<ol style="list-style-type: none"> <li>1. Recognition of vocal and/or instrumental parts</li> <li>2. Following of a single vocal line within the score</li> </ol>		



## Flemington-Raritan Regional School District Instrumental Music Program Description

The instrumental music program curriculum begins in the fifth grade. The program includes weekly group lessons of like instruments and a weekly large ensemble rehearsal in the fifth grade. In the middle school, the program includes one lesson every two weeks and a large ensemble rehearsal every other day. Large performance ensembles include Concert Band and String Orchestra. Rehearsals are held during the school day. In the middle school, students may audition for Symphony Orchestra and Jazz Ensemble, which meet outside of the school day.

### Level 1 - First and Second Year Students

In the first year of instruction, primarily fifth grade, a solid foundation of good instrumental skills and techniques are established for all families of instruments. Students participate in weekly lessons of like instruments and in band or orchestra ensembles.

In the second year of instruction, primarily in the sixth grade, students expand their technical and performance skills on their individual instruments. Students experience more demanding band and orchestra literature to build ensemble skills and to utilize their new instrumental skills and techniques. There are a few students in 6<sup>th</sup> grade who begin the study of instrumental music for the first time. They are encouraged to seek individual extra help and meet in a beginner ensemble before school, as well as during the school day.

### Level 2 - Third and Fourth Year Students

In the third year of instruction, primarily seventh grade, students perform more mature literature, develop a refined musical sound, perform more rhythmically sophisticated music, and develop a greater degree of musical independence as an individual performer and as an ensemble performer. There are a few students in 7<sup>th</sup> grade who begin the study of instrumental music for the first time. They are encouraged to seek individual extra help and meet in a beginner ensemble before school, as well as during the school day.

In the fourth year of instruction, primarily eighth grade, a higher degree of technical performance is achieved by students. Performance groups include the study of literature designed to engage students in musical experiences that will prepare them for musical success at the high school.

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band & String Instruments**

Level: 1 (Grades 5-6)      Topic/Theme: Basic Skills		NJCCS: 1.1, 1.2	
Performance Expectation: Instrument Assembly, Playing Posture			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Understand proper instrument assembly and maintenance.</p>	<ol style="list-style-type: none"> <li>1. Identify instrument parts</li> <li>2. Assemble the instrument correctly</li> <li>3. Demonstrate proper care of the instrument</li> <li>4. Reed instruments: choice and care of reeds</li> </ol>	<p>Teacher evaluation</p> <p>Self-evaluation</p> <p>Peer evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p>
<p>The students will:</p> <p>Understand proper playing posture.</p>	<ol style="list-style-type: none"> <li>1. Use proper playing posture: total body, shoulder, arm, hand, wrist, and finger positions</li> <li>2. Woodwind, brass, strings: properly support the instrument while sitting or standing to play</li> <li>3. Percussion: use proper grip / playing position for snare drum, bass drum, mallet percussion instruments, timpani, cymbals and auxillary percussion instruments</li> </ol>		<p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District Music Curriculum Guide

Topic/Theme: Instrument Care			
Performance Expectation: Instrument Assembly, Disassembly, and Maintenance			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Understand proper instrument preparation.</p>	<ol style="list-style-type: none"> <li>1. open case right side up</li> <li>2. identify instrument parts</li> <li>3. assemble instrument correctly (winds)</li> </ol>	<p>Teacher observation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string series</p>
<p>Understand proper instrument maintenance.</p>	<ol style="list-style-type: none"> <li>1. assemble instrument correctly (winds)</li> <li>2. disassemble instrument correctly (winds)</li> <li>3. remove moisture from instrument after playing (winds)</li> <li>4. wipe fingerprints from instrument after playing</li> <li>5. pack instrument in case properly</li> </ol>		

## Flemington-Raritan Regional School District Music Curriculum Guide

Topic/Theme: Sound Production

Performance Expectation: Good Tone Quality

Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Develop proper playing habits.</p>	<ol style="list-style-type: none"> <li>1. sit or stand using correct posture</li> <li>2. hold instrument correctly</li> <li>3. breathe correctly (winds)</li> <li>4. use correct embouchure (winds)</li> <li>5. grip bow correctly (strings)</li> <li>6. hold sticks correctly (percussion)</li> <li>7. use proper tonguing technique (winds)</li> <li>8. use proper sticking technique (percussion)</li> <li>9. use proper bowing technique (strings)</li> </ol>	<p>Teacher observation</p> <p>Aural assessment</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string series</p>
<p>Understand and employ the integrative concept that all proper playing habits work together to produce good tone.</p>	<ol style="list-style-type: none"> <li>1. practice each applicable habit in isolation</li> <li>2. practice habits simultaneously</li> </ol>		

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)    Topic/Theme: Tone Production		NJCCCS: 1.2, 1.2, 1.3, 1.4	
Performance Expectation: Good Tone Quality, Pitch and Intonation			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate an understanding of good tone quality.</p>	<ol style="list-style-type: none"> <li>1. Produce sounds demonstrating characteristic tone quality</li> <li>2. Demonstrate an awareness of ways to improve tone production</li> <li>3. Define and interpret, through performance, variations in dynamics: <i>forte, mezzo forte, mezzo piano, piano, crescendo and decrescendo</i></li> <li>4. Woodwind, brass: use proper breathing techniques</li> <li>5. Woodwind, brass: play with a good embouchure</li> <li>6. Woodwind, brass: produce an evenly sustained tone on a single note for eight or more seconds</li> <li>7. Percussion: produce characteristic single strokes, multiple bounce strokes, and open double strokes</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Games</p> <p>Performance assessment</p> <p>Self-evaluation</p> <p>Peer evaluation</p> <p>Audio tape critique</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>



**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)      Topic/Theme: Tone Production

Performance Expectation: Good Tone Quality, Pitch and Intonation

Objectives	Suggested Activities	Evaluations	Resources
	<p>8. Percussion: produce an even sound while playing rudiments</p> <p>9. Percussion: demonstrate an awareness of variations in sound which result from using different beaters, mallets, and sticks</p> <p>10. Strings: use proper bow grip</p> <p>11. Strings: play with proper bowing techniques</p> <p>12. Sing pitches using scale degree numbers, note names or solfege</p> <p>13. Play simple melodies by ear</p>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)      Topic/Theme: Tone Production		NJCCCS: 1.1, 1.2, 1.3, 1.4	
Performance Expectation: Good Tone Quality, Pitch and Intonation			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Develop an ability to play different pitches.</p>	<ol style="list-style-type: none"> <li>1. Identify and define flat, sharp, and natural signs</li> <li>2. Woodwind, brass: identify and play in the key signatures of concert Bb, Eb, and F Major</li> <li>3. Strings: identify and play in the key signatures of D, A and G Major</li> <li>4. Woodwind, brass: identify and play all pitches within the prescribed ranges, including alternates where appropriate (see <i>Standard of Excellence</i>, Book 1, p. 551)</li> <li>5. Strings: identify and play all pitches in first position</li> <li>6. Sing pitches using scale degree numbers, note names or solfege</li> <li>7. Play simple melodies by ear</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Piano</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>



**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instrumental - Band & String Instruments**

Level: 1 Grade (5-6)      Topic/Theme: Tone Production		NJCCCS: 1.1, 1.2, 1.3, 1.4	
Performance Expectation: Tuning and Intonation			
Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate an understanding of playing in tune with self and with others.</p>	<ol style="list-style-type: none"> <li>1. Identify and utilize the tuning mechanisms of the instrument</li> <li>2. Demonstrate ability to tune to a given pitch</li> <li>3. Woodwind, brass: improve intonation by making appropriate adjustments in embouchure, posture, and breath support</li> <li>4. Strings: improve intonation by making appropriate adjustments in finger placement</li> <li>5. Sing pitches using scale degree numbers, note names or solfege</li> <li>6. Play simple melodies by ear</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Pitch pipe</p> <p>Electronic tuner</p> <p>Instruments for teacher demonstration</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)      Topic/Theme: Individual Instrument Techniques		NJCCCS: 1.2, 1.4	
Performance Expectation: Articulations, Rudiments, and Bowings			
Objectives	Suggested Activities	Evaluations	Resources
Woodwind and brass students will:  Read and employ articulations correctly.	<ol style="list-style-type: none"> <li>1. Use proper techniques in the attack and release of sounds: tongue, accent and slur</li> <li>2. Brass: demonstrate slurs on consecutive harmonics (lip slurs)</li> <li>3. Trombone: demonstrate legato tonguing</li> </ol>	Teacher evaluation  Aural assessment  Performance assessment  Peer evaluation  Self-evaluation	<i>Standard of Excellence</i> materials and recordings  Teacher made materials  <i>Warmups for Young String Orchestra</i>  <i>Essential Elements</i> materials  Supplemental recordings  Concert Band arrangements  Small Ensemble arrangements  Instruments for teacher demonstration
Percussion students will:  Read and employ rudiments correctly.	<ol style="list-style-type: none"> <li>1. Demonstrate proper technique while playing snare drum, bass drum, mallet percussion instruments, timpani, cymbals and auxillary percussion instruments, utilizing proper folcrum and grip</li> <li>2. Snare drum: identify and play rudiments: single paradiddle, flam, flam tap, flam accent, flam paradiddle, nine stroke roll, five stroke roll and seventeen stroke roll</li> <li>3. Snare drum: play rim shots, on the rim, and with snares off</li> <li>4. Mallet percussion: play rolls</li> <li>5. Suspended cymbal, triangle, timpani: play rolls</li> </ol>		

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6) Topic/Theme: Individual Instrument Techniques

Performance Expectation: Articulations, Rudiments, and Bowings

Objectives	Suggested Activities	Evaluations	Resources
<p>String students will:                      Read and employ bow markings and articulations correctly.</p>	<p>1. Use proper techniques in the attack and release of sounds: arco, pizzicato, down bow, up bow, bow lift, slur, whole bow, lower half, upper half, middle of bow, slurred staccato and loure</p>	<p>Teacher evaluation                      Aural assessment                      Performance assessment                      Peer evaluation                      Self-evaluation</p>	<p><i>All for Strings</i> materials  <i>Suzuki</i> string materials                      Teacher made materials  <i>Warmups for Young String Orchestra</i>  <i>Essential Elements</i> materials                      Supplemental recordings                      String Ensemble arrangements                      Small Ensemble arrangements                      Instruments for teacher demonstration</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)		Topic/Theme: Musical Concepts		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.6	
Performance Expectation: Rhythmic Perception, Pitch Perception, Melodic Perception, Symbols & Terms, Notation & Composition					
Objectives	Suggested Activities	Evaluations	Resources		
<p>Students will:</p> <p>Demonstrate an understanding of rhythm patterns and meter.</p>	<ol style="list-style-type: none"> <li>1. Count, clap, chant and perform rhythm patterns combining the following notes and rests: whole, half, quarter, eighth, sixteenth, dotted half, and dotted quarter</li> <li>2. Define common time, 4/4, 3/4, and 2/4 time signatures</li> <li>3. Count, clap, chant and perform rhythm patterns incorporating fermatas</li> <li>4. Count, clap, chant and perform rhythm patterns incorporating ties</li> <li>5. Count, clap, chant and perform rhythm patterns incorporating pick-up notes</li> <li>6. Replicate the conducting patterns used in 4/4, 3/4 and 2/4 meters</li> </ol>	<p>Teacher evaluation</p> <p>Aural/oral assessment</p> <p>Games</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p>		
<p>Students will:</p> <p>Demonstrate an understanding of pitches</p>	<ol style="list-style-type: none"> <li>1. Name and interpret through performance, the lines and spaces on the staff, in treble or bass clef</li> <li>2. Define and interpret through performance, accidentals and key signatures; flat, sharp, and natural (winds: keys of Bb, Eb &amp; F Major. strings: keys of D, G and A Major.)</li> </ol>		<p>Instruments for teacher demonstration</p>		

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)

Topic/Theme: Musical Concepts

Performance Expectation: Rhythmic Perception, Pitch Perception, Melodic Perception, Symbols & Terms, Notation & Composition

Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an understanding of melody.</p>	<ol style="list-style-type: none"> <li>1. Define and interpret through performance, phrase, breath mark and bow lift</li> <li>2. Define and recognize melodic contour by steps, skips and leaps</li> <li>3. Sing simple phrases using letter names of notes</li> <li>4. Define and recognize round (canon), theme, theme and variation, and introduction as components of musical form</li> </ol>	<p>Teacher evaluation</p> <p>Aural/oral assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p>
<p>Students will:</p> <p>Demonstrate an understanding of symbols and terms.</p>	<ol style="list-style-type: none"> <li>1. Define various symbols and interpret through performance: repeat sign, solo/soli, tutti, divisi/unison, accent, first and second endings, one-measure repeat sign, multi-measure rest, D.C.al Fine, and D.S. al Fine</li> <li>2. Define and interpret through performance, variations in dynamics: <i>piano</i>, <i>mezzo piano</i>, <i>mezzo forte</i>, <i>forte</i>, <i>crescendo</i>, and <i>decrescendo</i></li> <li>3. Define and interpret through performance, variations in tempo: <i>Largo</i>, <i>Andante</i>, <i>Moderato</i>, <i>Allegro</i> and <i>ritardando</i></li> </ol>		<p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

**Flemington-Raritan Regional School District**  
**Music Curriculum Guide: Instrumental - Band and String Instruments**

Level:1 (Grades 5-6)

Topic/Theme: Musical Concepts

Performance Expectation: Rhythmic Perception, Pitch Perception, Melodic Perception, Symbols & Terms, Notation & Composition

Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an understanding of notation and composition.</p>	<ol style="list-style-type: none"> <li>1. Draw the notes, rests, and musical symbols previously introduced</li> <li>2. Complete and perform a given melody by filling in the missing notes</li> <li>3. Compose and perform an ending to a given melody</li> <li>4. Compose and perform a variation on a given melody</li> </ol>	<p>Teacher evaluation</p> <p>Written assessment</p> <p>Aural assessment</p> <p>Peer evaluation</p> <p>Performance assessment</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

**Flemington-Raritan Regional School District  
Music Curriculum Guide: Instrumental - Band and String Instruments**

Level: 1 (Grades 5-6)		Topic/Theme: Musical Context		NJCCCS: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	
Performance Expectation: Multicultural Perspective, Musical Judgements, Culminating Performances					
Objectives	Suggested Activities	Evaluations	Resources		
<p>Students will:</p> <p>Demonstrate an understanding of music from different historical periods and cultures.</p>	<ol style="list-style-type: none"> <li>1. Identify the origination point of folk songs studied</li> <li>2. Discuss facts about the country or area of the world where the folk songs originated</li> <li>3. Recognize and discuss the periods of music history: Middle Ages, Renaissance, Baroque, Classical, Romantic and Twentieth Century</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Peer evaluation</p> <p>Performance assessment</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warm Ups for Young String Orchestra</i></p>		
<p>The students will:</p> <p>Demonstrate an understanding of the correct style, elements and use of the pieces performed.</p>	<ol style="list-style-type: none"> <li>1. Play pieces studied in the correct style</li> <li>2. Compare and contrast the use of particular elements in two pieces, and explain the conclusions</li> <li>3. Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music; explain the conclusions</li> <li>4. Formulate preferences, and explain choices in terms of musical elements</li> </ol>	<p>Self-evaluation</p>	<p><i>Essentaia Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p>		
<p>The students will:</p> <p>Demonstrate an ability to perform within an ensemble.</p>	<ol style="list-style-type: none"> <li>1. Perform as a member of the full band/string orchestra, and demonstrate mastery of technical and musical demands previously introduced</li> <li>2. Demonstrate appropriate performance etiquette</li> </ol>		<p>Instruments for teacher demonstration</p>		

## Flemington-Raritan Regional School District.

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Basic Skills      NJCCCS: 1.1.1, 1.2.2  
NS: 2a

Performance Expectation: Preventive Maintenance, Playing Posture

Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Demonstrate an understanding of handling and maintaining the instrument.</p>	<p>1. Demonstrate basic procedures for keeping the instrument in good playing condition</p>	<p>Teacher evaluation</p> <p>Self-evaluation</p> <p>Peer evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p>
<p>The students will:</p> <p>Demonstrate an understanding of effective playing posture.</p>	<p>1. Use effective hand position for ease and accuracy of fingering or sticking</p>		<p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Instruments for teacher demonstration</p>



## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Tone Production NJCCCS: 1.2.2, 1.2.3, 1.3.2, 1.4.2  
NS: 1a, 2a,b,c,d, 7a,b

Performance Expectation: Good Tone Quality, Pitch and Intonation

Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Recognize and demonstrate that good tone quality includes: breath support/bowing skills and an even tone through varying dynamic levels .</p>	<ol style="list-style-type: none"> <li>1. Recognize and produce characteristic tone quality</li> <li>2. Play with an even tone while varying the dynamic level in scale and arpeggio patterns and repertoire</li> <li>3. Woodwind, brass &amp; strings: produce an even, sustained tone while playing single long notes for twelve or more seconds</li> <li>4. Percussion: Demonstrate production of even, sustained sounds while rolling long notes</li> <li>5. Percussion: Recognize and produce appropriate tone quality for each instrument studied</li> <li>6. Strings: Recognize and produce a slow and relaxed vibrato while playing a sustained tone</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Games</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p> <p>Audio tape critique</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Treasury of Scales</i></p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Tone Production, *continued*

Performance Expectation: Good Tone Quality, Pitch and Intonation

Objectives	Suggested Activities	Evaluations	Resources
<p>The students will:</p> <p>Expand pitch range and increase ability to improve intonation.</p>	<ol style="list-style-type: none"> <li>1. Woodwind, brass and mallet percussion: identify and play all pitches within the prescribed ranges, including alternate fingerings/positions, where appropriate (see <i>Standard of Excellence</i>, Book 2, p. 585-586)</li> <li>2. Woodwind, brass and mallet percussion: perform one octave scales and arpeggios (where possible) in the following concert keys: Bb, Eb, F, Ab, and C Major; g and c minor</li> <li>3. Strings: perform two octave scales and arpeggios (where possible) in the following concert keys: G, D, A, C, F, and Bb Major; a, d, and g minor</li> <li>4. Woodwind, brass, strings and mallet percussion: perform one (two where possible) octave chromatic scale</li> <li>5. Strings: identify and play all pitches in first and third positions</li> <li>6. Sing pitches using scale degree numbers, note names or solfege</li> <li>7. Play simple melodies by ear</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p> <p>Audio tape critique</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Treasury of Scales</i></p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Tone Production NJCCCS: 1.1.3, 1.2.2, 1.2.3, 1.3.2, 1.4.2 NS: 1a, 2a,b,c,d, 5c			
Performance Expectation: Tuning and Intonation			
Objectives	Suggested Activities	Evaluations	Resources
The students will:  Demonstrate an increasing understanding of playing in tune with self and with others.	<ol style="list-style-type: none"> <li>1. Demonstrate increasing ability to adjust the instrument to a given pitch</li> <li>2. Develop an awareness of any variation in one's own intonation while playing</li> <li>3. Demonstrate the ability to correct variations in intonation</li> <li>4. Analyze and chart the variations in pitch tendencies of individual notes on a given instrument</li> <li>5. Sing pitches using scale degree numbers, note names or solfege</li> <li>6. Play simple melodies by ear</li> </ol>	Teacher evaluation  Aural assessment  Performance assessment  Peer evaluation  Self-evaluation	<i>Standard of Excellence</i> materials and recordings  <i>Treasury of Scales</i>  <i>All for Strings</i> materials  <i>Suzuki</i> string materials  Concert Band arrangements  String Ensemble arrangements  Small Ensemble arrangements  Pitch pipe  Electronic tuner  Instruments for teacher demonstration

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Individual Instrument Techniques		NJCCCS: 1.2.2, 1.2.3, 1.4.1, 1.4.2 NS: 2a,b,c,d, 5a,b,c	
Performance Expectation: Articulations, Rudiments, and Bowings			
Objectives	Suggested Activities	Evaluations	Resources
<p>Woodwind and brass students will:</p> <p>Expand and develop the playing of articulations.</p>	<ol style="list-style-type: none"> <li>1. Use staccato, tenuto and legato articulations correctly</li> <li>2. Brass: Expand the range of lip slurs</li> <li>3. Trombone: develop legato tonguing</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>
<p>Percussion students will:</p> <p>Expand and develop the playing of rudiments.</p>	<ol style="list-style-type: none"> <li>1. Improve technique while playing all percussion instruments</li> <li>2. Demonstrate ability to perform independently on multiple percussion instruments concurrently</li> <li>3. Snare drum: identify and play rudiments: long roll (open and closed), syncopated nine stroke roll, double paradiddle, drag, single drag tap, flamaque and seven stroke roll</li> <li>4. Timpani: Demonstrating dampening and cross sticking</li> </ol>		

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Individual Instrument Techniques, *continued*

Performance Expectation: Articulations, Rudiments, and Bowings

Objectives	Suggested Activities	Evaluations	Resources
<p>String students will:  Expand and develop bowing techniques and articulations.</p>	<ol style="list-style-type: none"> <li>1. Use <i>detache</i> and <i>colegno</i> bowing where indicated</li> <li>2. Use left hand <i>pizzicato</i> where indicated</li> <li>3. Use <i>double stop</i> where written</li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Essential Elements for Strings</i> materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Musical Concepts NJCCCS: 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.2, 1.4.1, 1.4.2, 1.5.7, 1.6.3  
 NS: 1a,d, 2a,b,c,d,e, 3a,b,c, 4a,b,c, 5a,b,c,d, 6a,c, 7a,b, 8b, 9c

Performance Expectation: Rhythmic Perception, Melodic Perception, Stylistic Perception, Aural Perception, Symbols and Terms, Sight-Reading, Notation & Composition

Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an understanding of more complicated rhythm patterns and meters.</p>	<ol style="list-style-type: none"> <li>1. Count, clap, chant and perform rhythm patterns as in level one, and also the following notes and rests: dotted eighth, eighth note triplet</li> <li>2. Define and perform in cut time, 3/8, and 6/8 time signatures</li> <li>3. Perform changing meters: duple to triple, simple to compound</li> <li>4. Count, clap, chant and perform rhythm patterns incorporating syncopation</li> <li>5. Replicate the one-beat, two-beat, three-beat, four-beat and six-beat conducting patterns</li> </ol>	<p>Teacher evaluation.</p> <p>Aural/oral assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Treasury of Scales</i></p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p>
<p>Students will:</p> <p>Demonstrate an understanding of melodic devices</p>	<ol style="list-style-type: none"> <li>1. Define and recognize the theme(s) in compositions</li> <li>2. Define and recognize a countermelody</li> <li>3. Define and recognize textural concepts: monophony and polyphony, melody and accompaniment</li> <li>4. Recognize repetition in compositions</li> </ol>		<p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Musical Concepts, <i>continued</i>			
Performance Expectation: Rhythmic Perception, Melodic Perception, Stylistic Perception, Aural Perception, Symbols and Terms, Sight-Reading, Notation & Composition			
Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an awareness and understanding of style.</p>	<ol style="list-style-type: none"> <li>1. Identify types of composition: folk songs, popular songs, hymns, marches and overtures</li> <li>2. Recognize programmatic elements in compositions</li> <li>3. Recognize aspects of form as they occur in repertoire</li> <li>4. Identify and play phrasing showing an awareness of meter and form</li> </ol>	<p>Teacher evaluation</p> <p>Aural/oral assessment</p> <p>Performance assessment</p> <p>Peer evaluation</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Treasury of Scales</i></p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>
<p>Students will:</p> <p>Demonstrate an aural understanding of rhythm patterns, intervals, scales and chords.</p>	<ol style="list-style-type: none"> <li>1. Identify rhythm patterns aurally</li> <li>2. Recognize intervals: unison, M2, M3, P4, P5, M6, M7 and octave</li> <li>3. Recognize Major and harmonic minor scales</li> <li>4. Recognize Major and minor chords</li> </ol>		

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th 7 8th Grade (typically third & fourth year students)**

Topic/Theme: Musical Concepts, <i>continued</i>			
Performance Expectation: Rhythmic Perception, Melodic Perception, Stylistic Perception, Aural Perception, Symbols and Terms, Sight-Reading, Notation & Composition			
Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an understanding of more advanced symbols and terms.</p>	<ol style="list-style-type: none"> <li>1. Define and perform various symbols and terms: syncopation, interval, D.S. al Fine, enharmonic, staccato, tenuto, legato, alla breve (cut time), Major chord, minor chord, D.C. al Coda, Coda</li> <li>2. Define and perform tempo markings: Allegretto, Maestoso, <i>accelerando</i></li> </ol>	<p>Teacher evaluation</p> <p>Aural assessment</p> <p>Peer evaluation</p> <p>Performance assessment</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>Treasury of Scales</i></p> <p><i>All for Strings</i> materials</p> <p><i>Suzuki</i> string materials</p> <p><i>Warmups for Young String Orchestra</i></p>
<p>Students will:</p> <p>Begin to develop sight-reading skills.</p>	<ol style="list-style-type: none"> <li>1. Prior to playing, examine the written music visually, noting the following: key signature, time signature, tempo, repeats, difficult rhythms, accidentals, tricky fingering patterns and any changes to the above</li> <li>2. Play through the entire piece</li> <li>3. Analyze any mistakes that were made, then replay the piece with corrections</li> </ol>	<p>Self-evaluation</p>	<p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental books and recordings</p> <p>Concert Band arrangements</p> <p>String Ensemble arrangements</p> <p>Small Ensemble arrangements</p> <p>Instruments for teacher demonstration</p>



## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Musical Concepts, *continued*

Performance Expectation: Rhythmic Perception, Melodic Perception, Stylistic Perception, Aural Perception, Symbols and Terms, Sight-Reading, Notation & Composition

Objectives	Suggested Activities	Evaluations	Resources
<p>Students will:</p> <p>Demonstrate an understanding of more advanced notation and composition</p>	<ol style="list-style-type: none"> <li>1. Draw the notes, rests, and musical symbols previously introduced</li> <li>2. Recognize and name the Major key associated with the key signature</li> <li>3. Complete and perform a given melody by filling in the missing notes</li> <li>4. Compose and perform an ending to a given melody</li> <li>5. Arrange melodic pieces to construct a melody</li> <li>6. Compose rhythm patterns</li> <li>7. Compose a counter melody</li> </ol>	<p>Teacher evaluation</p> <p>Written assessment</p> <p>Aural assessment</p> <p>Peer evaluation</p> <p>Performance assessment</p> <p>Self-evaluation</p>	<p><i>Standard of Excellence</i> materials and recordings</p> <p><i>All for Strings</i> materials</p> <p><i>Warmups for Young String Orchestra</i></p> <p><i>Essential Elements</i> materials</p> <p>Teacher made materials</p> <p>Supplemental books recordings</p> <p>Instruments for teacher demonstration</p>

## Flemington-Raritan Regional School District

**Music Curriculum Guide: Instrumental - Band and String Instruments: Level 2 - 7th & 8th Grade (typically third & fourth year students)**

Topic/Theme: Musical Context NJCCCS: 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.2, 1.4.1, 1.4.2, 1.5.5, 1.5.6, 1.5.7, 1.6.3 NS: 1a,d, 2a,b,c,d,e, 5a,b,c,d,e, 6a,b,c, 7a,b, 9a,b,c			
Performance Expectation: Multicultural Perspective, Musical Judgements, Culminating Performances			
Objectives	Suggested Activities	Evaluations	Resources
Students will:  Demonstrate an understanding of music from different cultures.	1. Identify and discuss the origination point of folk songs studied  2. Recognize and discuss the periods of music history: Middle Ages, Renaissance, Baroque, Classical, Romantic and Twentieth Century  3. Discuss the lives and music of various composer and artists, and place them in the correct historical period	Teacher evaluation  Aural assessment  Peer evaluation  Performance assessment  Self-evaluation	<i>Standard of Excellence</i> materials and recordings  <i>All for Strings</i> materials  <i>Suzuki</i> string materials  <i>Warmups for Young String Orchestra</i>  <i>Essential Elements</i> materials  Teacher made materials  Supplemental recordings  Concert Band arrangements  String Ensemble arrangements  Small Ensemble arrangements  Instruments for teacher demonstration
Demonstrate an understanding of the correct style, elements and use of the pieces performed.	1. Compare and contrast the use of particular elements in two pieces, and explain the conclusions  2. Recognize music as a mean of communication, and describe how the role or feeling of a piece is portrayed in the music; explain the conclusions  3. Formulate preferences, and explain choices in terms of musical elements		
Demonstrate an ability to perform within an ensemble.	1. Perform as a member of the full band/string orchestra, and demonstrate mastery of technical and musical demands  2. Demonstrate appropriate performance etiquette		

## TOPIC: MUSICAL THEATRE

Objective # 1: Students will demonstrate understanding of American musical theatre in relation to history and culture.

Activities:

- Read and research information on the stories and music within the development of American musical theatre, including stage and film musicals.
- Watch videos that exemplify key points in the evolution of modern American musical theatre.
- Listen to, discuss, describe and identify specific characteristics of musicals using appropriate terminology.
- Analyze the artistic elements of a musical theatre production.
- Compare musical theatre in relation to other art forms, most specifically opera.
- Compare and contrast works of various writers/composers, as well as various genres along the timeline of musical theatre.
- Discuss the role musical theatre plays within the culture.

Evaluation: Written evaluation (tests, reports, worksheets), oral/aural evaluation (guided listening, presentations), or self/peer assessment.

Resources: Internet/technology, CDs, videos, books, encyclopedias, related literature, art work and other performance media.

Objective #2: Students will demonstrate understanding of American musical theatre through performance activities.

Activities:

- Create mini-musicals based on well-known children's stories.
- Perform ensemble activities, teaching improvisation, role-playing, and teamwork in a non-threatening environment.
- Create storyboards utilizing ensemble techniques.

Evaluation: Written evaluation (songs, plays, storyboards), oral/aural evaluation (singing, performing, playing instruments), or self/peer assessment.

Resources: Classroom instruments (Orff instruments, choir chimes, Boomwhackers, etc.), applicable repertoire, CDs, and recording equipment.