

INSTRUMENTAL MUSIC CURRICULUM

1st YEAR (4th Grade)

1. **Care & Maintenance**
 - A. Be able to assemble and disassemble instrument properly.
 - B. Be able to properly take care of the instrument and supplies (ie. reeds, oil, music).
2. **Tone Production**
 - A. Be able to demonstrate proper posture.
 - B. Be able to demonstrate appropriate playing and resting positions.
 - C. Be able to form the correct embouchure.
 - D. Be able to demonstrate proper hand position.
 - E. Be able to show proper breathing.
 - F. Be able to produce a characteristic tone quality.
 - G. Be able to explain how your instrument makes different sounds.
3. **Intonation**
 - A. Begin to develop an awareness of playing in tune alone and with others.
 - B. Be able to adjust intonation as per teacher input/direction.
4. **Technique**
 - A. Be able to use correct fingering/sticking to play music.
 - B. Be able to perform up to 1 major scale (if applicable)
 - C. Observe appropriate articulation markings.
 1. Attack/release notes correctly.
 2. Be able to tongue and slur appropriately.
5. **Melody & Rhythm**
 - A. Be able to perform simple melodies by ear or notation.
 - B. Be able to read the notes on the staff and perform them on your instrument.
 - C. Be able to perform simple rounds and canons within a group.
 - D. Be able to keep a steady beat alone and with others.
 - E. Be able to read, count and perform whole, half, quarter, dotted half, dotted quarter, and eighth notes and their corresponding rests.
 - F. Be able to play in the following time signatures: 2/4, 3/4 and 4/4.
 - G. Be able to perform tied notes/rhythms.
6. **Musicality**
 - A. Be able to play soft (p) and loud (f).
 - B. Be able to play fast (allegro) and slow (andante).
 - C. Be able to read and perform basic music symbols (breath marks, repeat signs, fermatas, slurs, ties, accidentals).
 - D. Be able to play expressively.
 - E. Be able to identify a music phrase (musical sentence).
 - F. Be able to demonstrate awareness of balance and blend in a large setting.
 - G. Be able to play in two keys.
7. **Solo & Ensemble Rehearsal Techniques**
 - A. Bring instrument, music, pencil and accessories to lessons/band rehearsal.
 - B. Be able to follow the lesson schedule and be on time to class.
 - C. Be able to show a commitment to lessons, rehearsals and performances.
 - D. Be able to follow the conductor and perform with the ensemble.
8. **Performance & Audience Etiquette**
 - A. Be attentive and quiet.
 - B. Stay for the entire performance, and only enter or leave the audience at appropriate times.
 - C. Dress appropriately.

D. Be able to evaluate your performance.

INSTRUMENTAL MUSIC CURRICULUM

2nd – 3rd YEAR (5th - 6th Grade)

1. Care & Maintenance

- A. Be able to assemble and disassemble instrument properly.
- B. Be able to properly take care of the instrument and supplies (ie. reeds, oil, music).

2. Tone Production

- A. Be able to produce a characteristic tone quality through proper posture, embouchure and breath support.
- B. Continue to demonstrate good hand position and playing/resting positions.

3. Intonation

- A. Continue to develop an awareness of playing in tune alone and with others.
- B. Be able to identify proper intonation (with a tuner), and be able to adjust accordingly.

4. Technique

- A. Be able to use correct fingering/sticking to play music.
- B. Be able to perform up to 3 major scales (winds) or 4 major scales (percussion).
- C. Be able to perform basic rudiments (snare)- long roll, 5-stroke roll, 9-stroke roll, flam, flam tap)
- D. Be able to observe and perform articulation markings (accent, staccato, legato).

5. Melody & Rhythm

- A. Be able to perform simple melodies by ear or notation.
- B. Be able to expand range and be able to read and perform them on your instrument.
- C. Be able to keep a steady beat alone and with others.
- D. Be able to read, count and perform dotted quarter, single eighth, sixteenth and eighth note triplets, along with their corresponding rests.
- E. Be able to count and play cut time.

6. Musicality

- A. Be able to play medium soft (mp) and medium loud (mf).
- B. Be able to play a basic variety of tempo markings.
- C. Be able to read and perform intermediate music symbols (DS del Segno, DC al Fine, 1st/2nd Endings and Coda).
- D. Be able to play expressively.
- E. Be able to identify and perform a music phrase (musical sentence).
- F. Be able to demonstrate awareness of balance and blend in a large setting.
- G. Be able to play in three keys.

7. Solo & Ensemble Rehearsal Techniques

- A. Bring instrument, music, pencil and accessories to lessons/band rehearsal.
- B. Be able to follow the lesson schedule and be on time to class.
- C. Be able to show a commitment to lessons, rehearsals and performances.
- D. Be able to follow the conductor and perform with the ensemble.
- E. Begin to develop independence with individual warm ups.

8. Performance & Audience Etiquette

- A. Be attentive and quiet.
- B. Stay for the entire performance, and only enter or leave the audience at appropriate times.
- C. Dress appropriately.
- D. Be able to evaluate your performance.

INSTRUMENTAL MUSIC CURRICULUM

4th – 5th YEAR (7th - 8th Grade)

1. **Care & Maintenance**
 - A. Demonstrate an understanding of the mechanics of your instrument.
 - B. Be able to identify and repair minor mechanical issues (year 5+).
2. **Tone Production**
 - A. Be able to produce a characteristic tone quality through proper posture, embouchure and breath support.
 - B. Continue to demonstrate good hand position and playing/resting positions.
3. **Intonation**
 - A. Continue to develop an awareness of playing in tune alone and with others.
 - B. Be able to identify playing sharp/flat without a tuner and be able to adjust accordingly.
 - C. Begin to identify intonation by ear and continue to develop ear training.
4. **Technique**
 - A. Begin to develop speed and accuracy at a variety of tempos.
 - B. Be able to perform up to 7 major scales (winds) and a 1 octave chromatic scale.
 - C. Be able to perform 5+ rudiments and 4+ major scales/arpeggios (percussion).
 - D. Be able to observe and perform the marcato marking.
 - E. Demonstrate a basic understanding of alternate fingerings.
5. **Melody & Rhythm.**
 - A. Be able to expand range, specific to each instrument.
 - B. Be able to keep a steady beat alone and with others.
 - C. Be able to read, count and perform variations of known rhythms.
 - D. Be able to perform basic syncopated rhythms.
 - E. Be able to count and play in 6/8 time.
6. **Musicality**
 - A. Be able to play very soft (pp), very loud (ff) and forte piano (fp).
 - B. Be able to understand, read and perform sing/double measure repeat signs and a variety of tempo markings.
 - C. Be able to perform more complex musical phrasing with awareness.
 - D. Be able to read and perform all symbols and directions in a fluid and expressive style.
 - E. Be able to expand upon fundamental musicality and be able to integrate in to a whole group setting.
 - F. Be able to demonstrate awareness of balance and blend in a large group setting.
 - G. Be able to play in four keys.
7. **Solo & Ensemble Rehearsal Techniques**
 - A. Bring instrument, music, pencil and accessories to lessons/band rehearsal.
 - B. Be able to follow the lesson schedule and be on time to class.
 - C. Be able to show a commitment to lessons, rehearsals and performances.
 - D. Be able to follow the conductor and perform with the ensemble.
 - E. Begin to develop independence with individual warm ups.
8. **Performance & Audience Etiquette**
 - A. Be attentive and quiet.
 - B. Stay for the entire performance, and only enter or leave the audience at appropriate times.
 - C. Dress appropriately.
 - D. Be able to evaluate your performance.
 - E. Begin to implement independent tuning.

- F. Assist with ensemble set up and break down.

INSTRUMENTAL MUSIC CURRICULUM

6th – 9th YEAR (9th - 12th grade)

1. **Care & Maintenance**

- A. Demonstrate an understanding of the mechanics of your instrument.
- B. Be able to identify and repair minor mechanical issues (year 5+).

2. **Tone Production**

- A. Be able to produce a characteristic tone quality through proper posture, embouchure and breath support.
- B. Continue to demonstrate good hand position and playing/resting positions.

3. **Intonation**

- A. Be able to play in tune within your own instrument range.
- B. Be able to identify playing in tune and make adjustments in a performance setting.
- C. Be able to play in tune in a small or large group setting.

4. **Technique**

- A. Be able to perform with increased speed and accuracy at various tempos.
- B. Be able to perform all 12 major scales (winds) and a 2 octave chromatic scale.
- C. Be able to perform NYSSMA level 4 rudiment standards (percussion).
- D. Be able to incorporate double tonguing into solo and group repertoire (if applicable).
- E. Demonstrate a firm understanding of alternate fingerings.

5. **Melody & Rhythm.**

- A. Be able to expand range, specific to each instrument.
- B. Be able to keep a steady beat alone and with others.
- C. Be able to read, count and perform variations of known rhythms and refine counting skills.
- D. Demonstrate a firm understanding and be able to perform syncopated rhythms.
- E. Be able to count and play in a variety of duple, triple and mixed meters. .

6. **Musicality**

- A. Be able to play a variety of dynamic markings.
- B. Be able to understand, read and perform sing/double measure repeat signs and a variety of tempo markings.
- C. Be able to perform more complex musical phrasing with awareness.
- D. Be able to read and perform all symbols and directions in a fluid and expressive style.
- E. Be able to expand upon fundamental musicality and be able to integrate in to a whole group setting.
- F. Be able to demonstrate awareness of balance and blend in a large group setting.
- G. Be able to play in 5+ keys.

7. **Solo & Ensemble Rehearsal Techniques**

- A. Bring instrument, music, pencil and accessories to lessons/band rehearsal.
- B. Be able to follow the lesson schedule and be on time to class.
- C. Be able to show a commitment to lessons, rehearsals and performances.
- D. Be able to follow the conductor and perform with the ensemble.
- E. Begin to develop independence with individual warm ups.
- F. Be able to demonstrate awareness of balance and blend in a large group setting.

8. **Performance & Audience Etiquette**

- A. Be attentive and quiet.
- B. Stay for the entire performance, and only enter/ leave the audience at appropriate times.

- C. Dress appropriately.
- D. Be able to evaluate your performance.
- E. Begin to implement independent tuning.
- F. Assist with ensemble set up and break down.