

Poway Unified School District
Instrumental Music Scope and Sequence – Grades 5 through 8

The mission of the Poway Unified School District Instrumental Music Program is to provide a quality music education for students. Through the development of rhythmic, melodic, and expressive senses, utilizing a variety of musical repertoire and technology, students will work together to achieve common goals to --

- Improve the individual musical performance and ensemble skills of its members
- Strengthen an awareness of the value and tradition of music in our individual and collective lives
- Develop strong leaders, who will become productive, resilient and innovative members of society
- Reinforce long term ensemble participation as a tool for college readiness
- Reinforce learning through explicit teaching for transfer across the curriculum

GRADE	RHYTHMIC SENSE <i>Understanding rhythms, beats groupings, and time signatures for artistic purpose</i>	MELODIC SENSE <i>Understanding notes, pitch, and sound in relation to artistic expression</i>	EXPRESSIVE SENSE <i>Understanding expressive qualities that transform music into artistic experiences</i>
5	<p>Notes – quarter, half, dotted half, whole, paired eighth</p> <p>Rests – quarter, half, whole, multiple measure rest</p> <p>Time Signature – 4/4 (Common Time), 3/4, 2/4</p>	<ul style="list-style-type: none"> • Introduction to note reading (knowing note names and fingering/position) • Major key signatures and scales (one octave, two octave within reason) <ul style="list-style-type: none"> - Band – Bb, Eb (adv), chromatic - Strings – G, D, A • Intonation – recognize extreme high and low; correct partials • Introduce elements that support proper tone quality (posture, hand position, breath support, models of sound, proper embouchure) • Tone Production <ul style="list-style-type: none"> - Winds - proper breath intake, blowing with control, 2 measure phrase at 60 mm - Strings – full bow, right hand 1st finger pressure • Exposure to advanced models of sound 	<ul style="list-style-type: none"> • Dynamics – piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo • Tempo – Andante, Adagio, Moderato, Allegro, fermata • Musical style and phrasing – breath marks, melodic contour, march, chorale; introduction to form • Articulation <ul style="list-style-type: none"> - Winds – legato, slurs, staccato - Strings – down/up bow, tremolo, slur
<p>Vocabulary (embedded in learning): intervals, thirds, arpeggio, chord progression, flats, sharps, naturals, scale, melody, harmony, unison, clef, bar line, measure, double bar, repeat sign, time signature, key signature</p>			

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6	<p>Notes – sixteenth, dotted quarter, non-grouped eighth, dotted eighth/sixteenth, eighth note, eighth note triplet, syncopation</p> <p>Rests – introduce eighth rest</p> <p>Time Signature – 4/4 (Common Time), 3/4, 2/4</p>	<ul style="list-style-type: none"> • Reinforce note reading (knowing note names and fingering/position); introduce recurring accidentals • Major key signatures and scales (one octave, two octave within reason) <ul style="list-style-type: none"> - Band – Bb, Eb, F, Ab; chromatic - Strings – G, D, A, F, C • Intonation – recognize high and low, correct partials, semi-tones • Refine elements that support proper tone quality (posture, hand position, breath support, models of sound, proper embouchure) • Tone Production <ul style="list-style-type: none"> - Winds - proper breath intake, blowing with control, 4 measure phrase at 60 mm - Strings – full bow, right hand 1st finger pressure, bow placement - Percussion – reinforce playing through drum head/bars, stick/mallet control (stick height and placement) • Develop maturity of sound based on models; transition to middle school sound 	<ul style="list-style-type: none"> • Dynamics – pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo • Tempo – reinforce prior learning; introduce Largo and ritardando • Musical style and phrasing – reinforce prior learning; introduce musical phrase, ballad, folk, overture, and dance styles; form (AB, ABA) • Articulation (reinforce prior learning): <ul style="list-style-type: none"> - Winds – accent, tenuto - Strings – down/up bow, bowing tremolo, spiccato, bow speed (dynamics) - Percussion – marcato, staccato, legato, accent, flam, ruff, roll (<i>what type?</i>)
Vocabulary (embedded in learning): reinforce prior learning, ostinato, soli, solo, tutti, syncopation, unison, fine, coda, dal segno/capo, 1 st and 2 nd endings			

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7	<p>Notes – dotted quarter-eighth, dotted eighth-sixteenth, quarter note triplets</p> <p>Rests – introduce sixteenth rest</p> <p>Time Signature – 6/8, 2/2 (cut time)</p>	<ul style="list-style-type: none"> • Develop independence in note reading (knowing note names and fingering/position); introduce recurring accidentals • Major key signatures and scales (one octave, two octave within reason) <ul style="list-style-type: none"> - Band – Bb, Eb, F, Ab, C, G; chromatic - Strings – G, D, A, F, C, Bb (two octaves) • Intonation – recognize relative intonation (individual and ensemble) • Reinforce elements that support proper tone quality (posture, hand position, breath support, models of sound, proper embouchure) • Tone Production <ul style="list-style-type: none"> - Winds – sustained phrases, staggered breathing, proper air speed - Strings – refine full bow, right hand 1st finger pressure, bow placement - Percussion – refine playing through drum head/bars, stick/mallet control (stick height and placement) • Develop maturity of sound based on models; transition to intermediate level sound 	<ul style="list-style-type: none"> • Dynamics – reinforce prior learning; diminuendo, sforzando, forte piano • Tempo – reinforce prior learning; allegretto, Lento, rallentando, accelerando, a tempo • Musical style and phrasing – reinforce prior learning; introduce maestoso, rubato, simile; form (AABA, song, theme and variations) • Articulation (reinforce prior learning) <ul style="list-style-type: none"> - Winds – marcato, tenuto accent - Strings – down/up bow, bowing tremolo, spiccato, bow speed (dynamics) - Percussion – marcato, staccato, legato, accent, flam, ruff, rolls
Vocabulary (embedded in learning): reinforce prior learning, whole steps, half steps, divisi, enharmonic, molto, poco			

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8	<p>Notes – sixteenth syncopation, build independence of prior learning</p> <p>Rests – introduce sixteenth rest</p> <p>Time Signature – introduce odd meters</p>	<ul style="list-style-type: none"> • Deepen understanding of and independence in note reading (knowing note names and fingering/position); introduce recurring accidentals • Key signatures and scales (one octave, two octave within reason) <ul style="list-style-type: none"> - Band – major: Bb, Eb, Ab, F, C, G, D; chromatic (expanded range) - Strings – major: G, D, A, F, C, Bb; harmonic minor: e, b, d, g; chromatic (2 octaves) • Intonation – refine relative intonation, understand instrument tendencies • Demonstrate independence and modeling for others proper technique and tone quality (posture, hand position, breath support, embouchure and mature sound) • Tone Production <ul style="list-style-type: none"> - Winds – demonstrate and model proper independent choice of where to breath,; introduce vibrato, where appropriate - Strings – demonstrate independence in relation to proper bow technique; introduce vibrato, where appropriate - Percussion – demonstrate independence in playing through drum head/bars, stick/mallet control (stick height and placement); unison interpretation on unison parts • Demonstrate mature tone in preparation for study at the high school level; model good sound production for others 	<ul style="list-style-type: none"> • Dynamics – build independence of prior learning, including making independent choices for appropriate dynamics • Tempo – build independence of prior learning; introduce Presto • Musical style and phrasing – build independence of prior learning; introduce expanded forms (fugue, theme and variation) • Articulation – demonstrate independence in proper articulation during solo and group performance
Vocabulary (embedded in learning): reinforce prior learning, single measure repeat signs, anacrusis			

