

Poway Unified School District

Instrumental Music Scope and Sequence – Grades 5 through 12

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>)
<p>Vocabulary (embedded in learning): reinforce prior learning, ostinato, soli, solo, tutti, syncopation, unison, fine, coda, dal segno/capo, 1st and 2nd endings</p>			

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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			

Poway Unified School District

Instrumental Music Scope and Sequence – Grades 9 through 12

Assessment of instruction in PUSD High School Music Scope

Students evaluated twice a year

Assessment 1(Fall)

- All students are assessed by the end of Fall Semester
- All students in PUSD are expected to be grade level proficient
- Students are scored on sliding scale(page 2) that is used to determine grade level proficiency
- Students are evaluated equally regardless of grade level
- Students who score at grade level are considered proficient
- Students who score above grade level are considered advanced
- The model of a perfect score(100) would be an entry level professional musician

Assessment 2 (Spring)

- All students are assessed by the end of the Spring Semester
- All students in PUSD are expected to be grade level proficient
- Proficiencies are split into a four year assessment(page 3)
- Students must complete all grade level assessment to be proficient for their grade level
- Students who complete proficiencies for a higher grade level are classified as advanced
- In this assessment, each proficiency item is evaluated as “pass or not pass”

Fall Assessment Evaluation Breakdown and Sliding Scale

Proficiency	Point Value
Chromatic Scale	5
Arpeggios	5
Velocity Exercise	10
Intervals	10
Prepared Piece	10
Rhythm Exercise	10
Sight Reading	10
Technique	20
Tone Quality	20

Freshmen		Sophomores		Juniors		Seniors	
Score	Grade	Score	Grade	Score	Grade	Score	Grade
55	A	65	A	75	A	85	A
53	B+	63	B+	73	B+	83	B+
51	B	61	B	71	B	81	B
49	B-	59	B-	69	B-	79	B-
47	C+	57	C+	67	C+	77	C+
45	C	55	C	65	C	75	C
43	C-	53	C-	63	C-	73	C-
41	D+	51	D+	61	D+	71	D+
39	D	49	D	59	D	69	D
37	D-	47	D-	57	D-	67	D-
35	F	45	F	55	F	65	F

Spring Assessment Evaluation

Scale Proficiencies

Name _____

Fresh. Major	<u>bpm = 88</u>				Junior Major	2 Oct. Scales		2 Oct. Arp.		Soph. & Sr. (6 Each Year) Minor	Nat.	Harm.	Mel.
<u>C</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>C</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>C</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>G</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>G</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>G</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>D</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>D</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>D</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>A</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>E</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>E</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>E</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>B/Cb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>B/Cb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>B/Cb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>F#/Gb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>F#/Gb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>F#/Gb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>C#/Db</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>C#/Db</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>C#/Db</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Ab</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Ab</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Ab</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Eb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Eb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Eb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Bb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Bb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Bb</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>F</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>F</u>	<input type="checkbox"/>	<input type="checkbox"/>	<u>F</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>9th</u>				<u>10th</u>		<u>11th</u>		<u>12th</u>				
Playable Chromatic Range													
Rhythm Test (4/4 - 2/2 - 6/8)													
Sight Reading													
Prepared Piece													

Grade	Rhythmic Sense <i>Understanding rhythms, beat groupings, and time signature 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>
9	<p>Notes: Review all values in duple and reinforce complex syncopation. Introduce compound rhythm</p> <p>Rests: Basic compound rest</p> <p>Time Signature – 3/8, 9/8</p>	<p>Note Reading: Perform solo and ensemble literature with expression and technical accuracy on literature with a level difficulty of 3, based on a scale of 1-6</p> <p>Key Signatures: Proficient on all exercises listed below in all major key signatures</p> <ul style="list-style-type: none"> • Velocity Exercises • Intervals • Broken Thirds • Arpeggios <p>Intonation: students able to match and identify pitch discrepancy in comparison to generated pitch and within section and ensemble</p> <p>Tone Production: Winds & Strings demonstrate proper tone and choice of breathe in exposed woodwind and brass sections</p> <p>Percussion – Introduce mallet timbres. Proficient on 10 PAS standard rudiments.</p> <p>Develop maturity of sound based on models; transition to high school level sound</p>	<p>Dynamics: Reinforce prior dynamics. Introduce ppp and fff and broad crescendo and decrescendos</p> <p>Tempo: Reinforce Largo – Allegro (56-144 bpm)</p> <p>Musical Style and Phrasing: Analyze aural examples of varied repertoire and identify basic music elements and expressive devices</p> <p>Articulation: Review prior knowledge of articulation up to this point</p>
<p>Vocabulary (embedded in learning): compound rhythm and rest, timbre, tonality, ppp, fff, intervallic relation, chord structure, root, third, fifth, cents, circle of fifths & reinforce prior learning</p>			

Grade	Rhythmic Sense <i>Understanding rhythms, beat groupings, and time signature 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>
10	<p>Notes: Reinforce compound rhythms and introduce triple syncopation</p> <p>Rests: triple syncopation rest</p> <p>Time Signature: Reinforce all duple and triple time signatures</p>	<p>Note Reading: Note Reading: Perform solo and ensemble literature with expression and technical accuracy on literature with a level difficulty of 3.5, based on a scale of 1-6</p> <p>Key Signatures: Minor scales in all three minor forms Band & Orchestra – C, G, D, A, E, G</p> <p>Intonation: Identify placement in major and minor chords and adjust intonation in relation to pitch tendencies for that part of the chord structure</p> <p>Tone Production: Winds & Strings demonstrate proper tone and choice of breathe in exposed section parts in basic range of instrument</p> <p>Percussion – Independently make appropriate selection of mallet choices that match timbres of ensembles. Proficient on 20 PAS standard rudiments.</p> <p>Refine maturity of sound on models; identify characteristics of tone with professional musician examples</p>	<p>Dynamics: Reinforce prior dynamics and introduce cross dynamics</p> <p>Tempo: Expand Largo to Presto (44-168 bpm)</p> <p>Musical Style and Phrasing: Analyze aural examples of varied repertoire. Differentiate and compare basic music elements and expressive devices</p> <p>Articulation: Introduce two or more articulations simultaneously in the ensemble</p>
<p>Vocabulary (embedded in learning): natural, harmonic & melodic minor, relative major, parallel major, relative minor, parallel minor, triple syncopation rest, largo, presto & reinforce prior learning</p>			

Grade	Rhythmic Sense <i>Understanding rhythms, beat groupings, and time signature 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>
11	<p>Notes: Reinforce triple syncopation and introduce asymmetrical meter</p> <p>Rests: asymmetrical rest</p> <p>Time Signature: 5/8, 7/8</p>	<p>Note Reading: Perform solo and ensemble literature with expression and technical accuracy on literature with a level difficulty of 4, based on a scale of 1-6</p> <p>Key Signatures: Two octave scales and arpeggios in all 12 major key signatures</p> <p>Intonation: Identify placement in major and minor seventh chords and adjust intonation in relation to pitch tendencies for that part of the chord structure</p> <p>Tone Production: Winds & Strings demonstrate proper tone and choice of breathe in exposed section parts in full range of instrument</p> <p>Percussion: Introduction of four mallet technique. Proficient on 30 PAS standard rudiments.</p> <p>Introduce colors and timbres to improve development of tone; transition to pre college level sound</p>	<p>Dynamics: Reinforce prior dynamics</p> <p>Tempo: Reinforce Largo to Prestissimo (44-208)</p> <p>Musical Style and Phrasing: Analyze aural examples of varied repertoire. Differentiate and compare advanced music elements and expressive devices</p> <p>Articulation: Reinforce two or more articulations simultaneously in the ensemble</p>
<p>Vocabulary (embedded in learning): major, minor & dominant 7th chord, asymmetrical rest, augmented, diminished & reinforce prior learning</p>			

Grade	Rhythmic Sense <i>Understanding rhythms, beat groupings, and time signature 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>
12	<p>Notes: All complex duple and compound meters</p> <p>Rests: All rest in duple and compound meter</p> <p>Time Signature: Any meter of combination of meters</p>	<p>Note Reading: Perform solo and ensemble literature with expression and technical accuracy on literature with a level difficulty of 5, based on a scale of 1-6</p> <p>Key Signatures: Minor scales in all three minor forms Band & Orchestra – Gb, Db, Ab, Eb, Bb, F & B</p> <p>Intonation: Identify placement in augmented and diminished chords and adjust intonation in relation to pitch tendencies for that part of the chord structure</p> <p>Tone Production: Winds & Strings demonstrate proper tone and choice of breathe in full range of instrument on exposed parts, multiple solo and or contrapuntal lines</p> <p>Percussion: Demonstrate consistent and fluid four mallet technique. Proficient on all 40 PAS standard rudiments.</p> <p>Fully developed and mature sound; transition to college level sound</p>	<p>Dynamics: Solid identification of dynamics and independence in identifying appropriate dynamics choices</p> <p>Tempo: Independence in all ranges of tempo</p> <p>Musical Style and Phrasing: Reinforce prior taught skills of analyzing aural. Identify and compare composition structure, performance, and cultural influence of varied literature.</p> <p>Articulation: All forms of articulation</p>
Vocabulary (embedded in learning): introduce form analysis & reinforce prior learning			