

**HOWARD COUNTY PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
GRADES THREE THROUGH TWELVE**

**GOALS AND OBJECTIVES
Grades Three, Four, and Five - Levels I and II**

**GOAL I: PERCEIVING, PERFORMING, AND RESPONDING:
AESTHETICS**

The student will demonstrate the ability to perceive, perform, and respond to music.

CORE OBJECTIVE A. Students will develop awareness of the characteristics of musical sounds and the diversity of sounds in the environment.

Enabling Objectives:

1. The student will describe the tone color and methods of sound production of a variety of traditional band and orchestra instruments as well as world instruments from various cultures.
2. The student will identify simple music forms, such as ABA and call and response, presented aurally or written.
3. The student will describe contrast and repetition using appropriate musical terminology.
4. The student will use standard symbols to notate pitch, rhythm, tempo, dynamics, simple meters, and other musical characteristics.
5. The student will distinguish aurally between major and minor.

Assessment Options Fill-in-the-blank
Oral questioning
Visual organizers (R4.0 – R4.6)

Strategies: 1. Play recordings of different instruments. Have students identify the instrument and categorize it.

2. After listening to a recording, have students compare the A and B sections using the Venn diagram. (R4.1)

CORE OBJECTIVE B. The student will experience performance through playing instruments.

Enabling Objectives:

1. The student will echo short rhythms and melodic patterns.
2. The student will play easy rhythmic and melodic patterns accurately and independently.
3. The student will accurately clap simple rhythms at sight from standard notation.
4. The student will sing simple stepwise melodic lines from rehearsed and prepared music.
5. The student will play in groups, blending timbres, matching dynamic levels, and responding to the conducting cues of the teacher or a student.
6. The student will perform independent instrumental parts while other students play contrasting parts.
7. The student will play from memory simple melodic lines.
8. The student will play a varied repertoire of music representing diverse genres and styles, using appropriate expression.
9. The student will exhibit appropriate stage behavior in solo or ensemble performance.

Assessment Option: Musical performance (A1.0, A2.1, A2.2, A4.0)
Individual Adjudication Forms (A12.2, A12.4, A13.1,
A13.3, A13.5, A14.1-A14.5)
Essay (A7.1, A7.3)
Student Observation / Reflection (A6.1)

- Strategies:**
1. Have students perform in formal school concerts using appropriate level competencies.
 2. Have students perform a section of music, matching dynamic levels with the conducting cues of the teacher.

3. Have students watch a videotape / listen to a recording of the concert and evaluate their behaviors / performance.
4. Have students perform individually or in small groups pre-selected music, lesson material or concert music, for evaluation.

CORE OBJECTIVE C. The student will respond to music through movement.

Enabling Objectives:

1. The student will move appropriately to beat, tempo, and other rhythmic characteristics.
2. The student will conduct music in meters of two, three, and four.

Assessment Option: Observation
Conducting Assessment (A5.1)

Strategy: Have students conduct the ensemble in playing simple melodic lines, using excerpts in meters of two, three, and four.

CORE OBJECTIVE D. The student will experiment with standard and individually created symbols to represent sounds.

Enabling Objectives:

1. The student will write simple rhythmic patterns from dictation using quarter and eighth notes and corresponding rests in 2/4, 3/4, and 4/4 meters.
2. The student will identify and apply 2/4, 3/4, and 4/4 meter signatures.
3. The student will read simple pitch notation on the staff using letter names or a comparable system.

Assessment Options: Musical composition
Fill-in-the-blank

- Strategies:**
1. Provide a simple melodic line on staff paper with a blank line under each note. Have students label each note. Also, have students rearrange the given notes to create new melodies.
 2. Provide a simple melodic line on staff paper with some missing elements (clef sign, time signature, notes and rests). Have students complete the music.