

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

**GOALS AND OBJECTIVES  
Grades Six, Seven, and Eight - Levels III and IV**

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

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

**CORE OBJECTIVE A.** The student will identify elements and characteristics of musical sound as they are used in a variety of genres and styles.

**Enabling Objectives:**

1. The student will identify and compare traditional sources of musical sound with non-traditional sources, such as modified instruments, new instruments, and environmental sounds.
2. The student will use an appropriate vocabulary of musical terms to analyze and describe music.
3. The student will listen to and analyze performances of music with attention to form, genre, cultural influences, performance media, and other prominent musical features.
4. The student will identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5. The student will compare motivic development in a variety of musical styles.
6. The student will listen to and perform music, analyzing its elements and structure.

**Assessment Options:** Essay (A7.2, R4.2)  
Journal  
Writing prompt and scoring rubric (A7.2, A7.3)

**Strategy:** After listening to a recording, have students write a brief description of the excerpt. The writing should include descriptions of form, style, historical period, cultural influence and other prominent features, i.e. instrumentation, type of ensemble, soloists.

**CORE OBJECTIVE B.** The student will recognize and analyze the skills needed in the performance of music.

**Enabling Objectives:**

1. The student will play pieces from diverse cultures, using appropriate expression and tone quality throughout the playing range.
2. The student will blend with an instrumental ensemble when playing parts.
3. The student will play with expression and technical accuracy a varied repertoire of literature appropriate to his or her developmental level.
4. The student will play a melodic line from memory with expression and technical accuracy.
5. The student will sight-read, accurately and expressively, music appropriate to his or her developmental level.
6. The student will demonstrate accuracy and independence in playing solos and ensembles.
7. The student will exhibit appropriate stage behavior in solo and ensemble performance.

**Assessment Options:** Musical performance

Visual organizers (R4.0 – R4.6)

Ensemble Adjudication form (A12.3, A12.5, A13.1, A13.2, A13.4, A13.6)

Individual Adjudication Form (A1.0-3.2, A12.1, A12.2, A12.4, A13.3, A13.5, A14.1 - A14.8, A15.0)

Essay (A7.2, A7.3)

Observation and Reflection Sheet (A6.2)

- Strategies:**
1. Have the ensemble perform music appropriate to its competency level at a Howard County festival. Following the performance, have students evaluate their performance and compare their results to those of the adjudicator.
  2. Have students provide definitions for the musical terms used on the adjudication forms.

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

**Enabling Objectives:**

1. The student will use movement to describe musical structure.
2. The student will conduct music in meters of two, three, and four in order to communicate expressive and rhythmic intent.

**Assessment Option:** Observation  
Conducting Form (A5.2)

- Strategy:**
1. Have students clap the rhythm while tapping the meter with their feet.
  2. Have students conduct the ensemble in meters of two, three, and four, emphasizing the music's expressive and rhythmic qualities.

**CORE OBJECTIVE D.** The student will read standard notation and apply it to the performance of music.

**Enabling Objectives:**

1. The student will read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in duple, triple, and mixed meters.
2. The student will perform small ensemble music in two or three parts.
3. The student will play a variety of polyphonic and homophonic music.
4. The student will play simple melodies at sight.
5. The student will notate from dictation simple rhythmic patterns using whole, half, dotted half, quarter, eighth, sixteenth notes and rests in duple and triple meters.

6. The student will read standard notation and play as a soloist or a member of a small ensemble.
7. The student will identify the uses of transposition in music.
8. The student will identify similar and contrasting musical ideas when presented aurally or visually.
9. The student will identify and respond to the expressive characteristics of music notation, including tempo markings, dynamic markings, and style and interpretation indicators.

**Assessment Option:** Musical composition  
Observation  
Checklist (A12.3, A13.2)  
Individual Instrumental Music Performance Assessment  
(A2.1, A2.2)

**Strategy:** Using standard notation, have students notate a two-measure rhythm pattern performed by the teacher. Have students then compose rhythm patterns using developed criteria. Selected individuals will play these patterns while the class takes dictation. (R2.1)