

**RIDGECROFT SCHOOL
INSTRUMENTAL MUSIC
GRADES 9-12**

PACING GUIDE

| | ACTIVITIES | OBJECTIVES |
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| FIRST GRADING PERIOD | | |
| SECOND GRADING PERIOD | | |
| THIRD GRADING PERIOD | | |
| FOURTH GRADING PERIOD | | |
| FIFTH GRADING PERIOD | | |
| SIXTH GRADING PERIOD | | |

NC STANDARD COURSE OF STUDY

| GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
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| FOCUS AREAS <ul style="list-style-type: none"> • Develop and demonstrate appropriate instrumental practices • Play instrumental literature which may include changes in tempi, keys, and meters, written in modest ranges | FOCUS AREAS <ul style="list-style-type: none"> • Develop and demonstrate appropriate instrumental practices • Play with increased technical accuracy and expression • Refine sightreading and eartraining skills | FOCUS AREAS <ul style="list-style-type: none"> • Develop and demonstrate advanced instrumental practices • Play with increased technical accuracy and expression • Refine sightreading and eartraining skills | FOCUS AREAS <ul style="list-style-type: none"> • Develop and demonstrate advanced instrumental practices • Play with increased technical accuracy and expression • Refine sightreading and eartraining skills |

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| <ul style="list-style-type: none"> • Play instrumental literature representing diverse genres, styles, and cultures • Use singing as appropriate • Develop skills in improvising, composing and arranging music • Develop skills in listening to, analyzing, and evaluating musical experiences • Apply reading and notating skills • Develop an understanding of instrumental literature in relationship to history, culture, and other content areas | <ul style="list-style-type: none"> • Play instrumental literature which includes moderate technical demands, expanded ranges, and varied interpretive requirements • Singing as appropriate • Develop skills in improvising, composing and arranging music • Develop skills in listening to, analyzing, and evaluating musical experiences • Apply reading and notating skills • Develop an understanding of instrumental literature in relationship to history, culture, and other content areas | <ul style="list-style-type: none"> • Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys • Play instrumental literature representing diverse genres, styles, and cultures • Use singing as appropriate • Develop skills in improvising, composing and arranging music • Develop skills in listening to, analyzing, and evaluating musical experiences • Apply reading and notating skills • Develop an understanding of instrumental literature in relationship to history, culture, and other content areas | <ul style="list-style-type: none"> • Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements • Play instrumental literature representing diverse genres, styles, and cultures • Use singing as appropriate • Develop skills in improvising, composing and arranging music • Develop skills in listening to, analyzing, and evaluating musical experiences • Apply reading and notating skills with traditional and non-traditional music • Develop an understanding of instrumental literature in relationship to history, culture, and other content areas |
| COMPETENCY GOAL 1: THE LEARNER WILL SING, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC. (NATIONAL STANDARD 1) | | | |
| 1.01 Sing selected instrumental parts. 1.02 Use singing to support instrumental study. 1.03 Show respect for the singing efforts of others. | 1.01 Sing selected instrumental parts. 1.02 Use singing to support instrumental study. 1.03 Show respect for the singing efforts of others. | 1.01 Sing selected instrumental parts. 1.02 Use singing to support instrumental study. 1.03 Show respect for the singing efforts of others. | 1.01 Sing selected instrumental parts. 1.02 Use singing to support instrumental study. 1.03 Show respect for the singing efforts of others. |
| COMPETENCY GOAL 2: THE LEARNER WILL PLAY ON INSTRUMENTS, ALONE AND WITH OTHERS, A VARIED REPERTOIRE OF MUSIC. (NATIONAL STANDARD 2) | | | |
| 2.01 Recognize and demonstrate appropriate instrumental technique. 2.02 Play simple instrumental literature using a variety of keys, meters, tempi, and rhythms in modest ranges. 2.03 Play a varied repertoire of instrumental music representing diverse styles, genres, and cultures. 2.04 Show respect for the instrumental playing efforts of others. | 2.01 Play with increased technical accuracy. 2.02 Play increasingly difficult instrumental literature which contains moderate technical demands, expanded ranges, and varied interpretive requirements. 2.03 Play instrumental literature representing diverse genres, styles, and cultures. 2.04 Show respect for the instrumental | 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy. 2.02 Play moderately difficult instrumental literature which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys. | 2.01 Play instrumental literature of an appropriate and increasingly difficult level, with expression and technical accuracy. 2.02 Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements. 2.03 Play instrumental literature |

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| | playing efforts of others. | 2.03 Play instrumental literature representing diverse genres, styles, and cultures. 2.04 Show respect for the instrumental playing efforts of others. | representing diverse genres, styles, and cultures. 2.04 Show respect for the singing efforts of others. |
| COMPETENCY GOAL 3: THE LEARNER WILL IMPROVISE MELODIES, VARIATIONS, AND ACCOMPANIMENTS. (NATIONAL STANDARD 3) | | | |
| 3.01 Improvise simple melodic and rhythmic patterns. 3.02 Show respect for the improvisational efforts of others. | 3.01 Improvise melodic and rhythmic patterns and accompaniments in a variety of styles. 3.02 Show respect for the improvisational efforts of others. | 3.01 Improvise melodies with rhythmic and melodic variations. 3.02 Improvise accompaniments in a variety of styles. 3.03 Show respect for the improvisational efforts of others. | 3.01 Improvise variations of melodies and accompaniments in different styles, meters, and tonalities. 3.02 Show respect for the improvisational efforts of others. |
| COMPETENCY GOAL 4: THE LEARNER WILL COMPOSE AND ARRANGE MUSIC WITHIN SPECIFIED GUIDELINES. (NATIONAL STANDARD 4) | | | |
| 4.01 Compose and arrange music incorporating appropriate voices and ranges. 4.02 Compose music in several distinct styles using the elements of music. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others. | 4.01 Compose and arrange music incorporating appropriate voicings and ranges. 4.02 Compose music in several distinct styles using the elements of music. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others. | 4.01 Compose and arrange music incorporating appropriate voicings and ranges. 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others. | 4.01 Compose and arrange music incorporating appropriate voicings and ranges. 4.02 Synthesize the study and characteristics of several styles/genres of music to create original compositions. 4.03 Use a variety of sound, notational, and technological sources to compose and arrange music. 4.04 Show respect for the composing and arranging efforts of others. |
| COMPETENCY GOAL 5: THE LEARNER WILL READ AND NOTATE MUSIC. (NATIONAL STANDARD 5) | | | |
| 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters. 5.02 Sightread simple musical examples. 5.03 Notate simple melodies. 5.04 Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others. 5.05 Show respect for the reading and notating efforts of others. | 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 2/2, and mixed meters. 5.02 Demonstrate the ability to read individual part of an instrumental score by describing how the elements of music are used. 5.03 Sightread simple musical examples with reasonable accuracy. 5.04 Notate and transpose simple melodies using standard notation. 5.05 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and | 5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8, 3/8, 12/8, 2/2, and mixed meters. 5.02 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used. 5.03 Sightread moderately difficult musical examples with accuracy and expression. 5.04 Notate moderately difficult music examples using standard notation. 5.05 Identify and define standard notation symbols for pitch, rhythm, | 5.01 Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs. 5.02 Sightread advanced musical examples with accuracy and expression. 5.03 Notate and transpose moderately difficult music examples using standard notation. 5.04 Read and interpret standard and non-standard notation. 5.05 Create musical examples using non-standard notation. 5.06 Identify and define standard notation |

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| | expression. 5.06 Show respect for the reading and notating efforts of others. | dynamics, tempo, articulation, and expression. 5.06 Show respect for the reading and notating efforts of others. | symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 5.07 Show respect for the reading and notating efforts of others. |
| COMPETENCY GOAL 6: THE LEARNER WILL LISTEN TO, ANALYZE, AND DESCRIBE MUSIC. (NATIONAL STANDARD 6) | | | |
| 6.01 Identify basic musical forms. 6.02 Demonstrate a basic knowledge of the technical vocabulary of music. 6.03 Recognize and identify a variety of compositional techniques. 6.04 Identify various types of accompaniments. 6.05 Demonstrate perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.06 Show respect while listening to and analyzing music. | 6.01 Identify musical forms representing various historical periods. 6.02 Demonstrate a basic knowledge of the technical vocabulary of music. 6.03 Discuss a variety of compositional techniques. 6.04 Explain various accompaniments. 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.06 Show respect while listening to and analyzing music. | 6.01 Identify musical forms representing diverse genres and cultures. 6.02 Demonstrate increased knowledge of the technical vocabulary of music. 6.03 Analyze and describe the elements of music in a given work. 6.04 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques. 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.06 Show respect while listening to and analyzing music. | 6.01 Compare and contrast musical forms representing diverse genres and cultures. 6.02 Demonstrate extensive knowledge of the technical vocabulary of music. 6.03 Analyze and describe the elements of music in a given work that make it unique, interesting, and expressive. 6.04 Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example. 6.05 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music. 6.06 Show respect while listening to and analyzing music. |
| COMPETENCY GOAL 7: THE LEARNER WILL EVALUATE MUSIC AND MUSIC PERFORMANCES. (NATIONAL STANDARD 7) | | | |
| 7.01 Apply specific criteria for making informed, critical evaluations of music. 7.02 Evaluate musical works by comparing them to similar or exemplary models. 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music. 7.04 Apply rules of standard English in written evaluations of music. 7.05 Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music. 7.06 Show respect for the musical | 7.01 Apply specific criteria for making informed, critical evaluations of music. 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models. 7.03 Evaluate musical ideas and information to make informed decisions as a consumer of music. 7.04 Apply rules of standard English in written evaluations of music. 7.05 Explain how interacting musical elements impact one's aesthetic or feelingful response to music. 7.06 Show respect for the musical | 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music. 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models. 7.03 Examine and determine the best economic value of instruments, materials, or recordings to make informed choices. | 7.01 Apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music. 7.02 Evaluate musical works by comparing, contrasting, and summarizing them in relation to similar or exemplary models. 7.03 Apply rules of standard English in written evaluations of music. 7.04 Evaluate a given musical work in terms of its aesthetic qualities and explain |

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| efforts and opinions of others. | efforts and opinions of others. | 7.04 Apply rules of standard English in written evaluations of music. 7.05 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. 7.06 Show respect for the musical efforts and opinions of others. | the musical devices it used to evoke feelings and emotions. 7.05 Show respect for the musical efforts and opinions of others. |
| COMPETENCY GOAL 8: THE LEARNER WILL UNDERSTAND RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND CONTENT AREAS OUTSIDE THE ARTS. (NATIONAL STANDARD 8) | | | |
| 8.01 Identify the uses of characteristic elements, artistic processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures. 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music. 8.03 Use knowledge of mathematical relationships to create original compositions. 8.04 Identify the roles of creators, performers, and others involved in the production and presentation of the arts. 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. | 8.01 Apply standard rules of written English to explain the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures. 8.02 Identify and explain ways in which the concepts and skills of other content areas outside of the arts are interrelated with those of music. 8.03 Use knowledge of mathematical relationships to create original compositions. 8.04 Synthesize and apply information from other content areas to facilitate musical understanding. 8.05 Discuss the roles of creators, performers, and others involved in the production and presentation of the arts. 8.06 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. | 8.01 Apply rules of standard English to compare and contrast the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures. 8.02 Analyze ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music. 8.03 Synthesize and apply information from other content areas to facilitate musical understanding. 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts. 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. | 8.01 Compare and contrast using main ideas and supporting details to organize and communicate information about the uses of characteristic elements, artistic processes, and organizational principles among the arts areas in different historical periods and cultures. 8.02 Generalize ways in which the concepts and skills of other content areas outside the arts are interrelated with those of music. 8.03 Synthesize and apply information from other content areas to facilitate musical understanding. 8.04 Compare and contrast the roles of creators, performers, and others involved in the production and presentation of the arts. 8.05 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music. |
| COMPETENCY GOAL 9: THE LEARNER WILL UNDERSTAND MUSIC IN RELATION TO HISTORY AND CULTURE. (NATIONAL STANDARD 9) | | | |
| 9.01 Identify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods. 9.02 Examine situations to determine conflict and resolution in relation to music in history and cultures. | 9.01 Classify representative examples of music using distinguishing characteristics to identify genre, style, culture, and/or historical periods. 9.02 Recognize and identify ways that music reflects history. 9.03 Evaluate the role of music by | 9.01 Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications. 9.02 Recognize and identify ways that | 9.01 Classify unfamiliar yet representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications. 9.02 Explain how music has evolved over |

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| <p>9.03 Examine the role of music/musicians in at least two different cultures and/or time periods.</p> <p>9.04 Show respect for music from various cultures and time periods.</p> | <p>identifying and applying criteria to draw conclusions or make predictions about the past, present, and future roles of music in history and culture.</p> <p>9.04 Show respect music from various cultures and time periods.</p> | <p>music reflects history.</p> <p>9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.</p> <p>9.04 Show respect for music from various cultures and time periods.</p> | <p>time.</p> <p>9.03 Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.</p> <p>9.04 Show respect for music from various cultures and time periods.</p> |
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