

**OAC Arts Education Leadership Project Grant
Regional Arts & Culture Council
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Arts Curriculum Frameworks -MUSIC

Introduction

Beginning in March 2003, RACC conducted a survey of the school districts in its service area. We asked if the districts have compiled arts curriculum frameworks; if so, we requested a copy. If the district had not compiled an arts curriculum framework, we asked if the district plans to compile one by a selected deadline, or if there is no arts curriculum planned.

Of the 35 school districts which RACC serves, fifteen submitted documentation of their current arts curricula. Nine districts responded by explaining they have no arts curriculum developed as yet. Three of these districts plan on developing their arts curriculum next year. One district has no budget to do any further work on their arts curriculum, although they have had preliminary meetings.

This publication is a compilation of the curriculum frameworks that have been submitted by RACC's service area school districts.

Thanks to:

Melissa Donner

Mary Magee

ArtsEdNet (<http://www.getty.edu/artsednet/resources/Scope/grid.html>)

Beaverton S.D.

Canby S.D.

Centennial S.D.

David Douglas S.D.

Forest Grove S.D.

Gresham-Barlow S.D.

Hillsboro S.D.

Jewel S.D.

Lake Oswego S.D.

Oregon City S.D.

Oregon Trail S.D.

Riverdale S.D.

Vernonia S.D.

West Linn-Wilsonville S.D.

Music

Music Curriculum Guidelines

Throughout this music curriculum section, references are made to Kodaly/Orff rhythm and solfege elements. For example, TA-TITI refers to quarter note-two eighth notes; M-R-D refers to mi-re-do; ABA refers to ABA form in musical analysis: theme, different theme, original theme. In Kodaly music education, moveable 'do' is used.

The Music curriculum is broken into three aspects of arts education: Aesthetics and Art Criticism; Creation, Presentation and Performance; and Historical and Cultural Perspectives.

Kindergarten General Music:

Aesthetics and Arts Criticism

Listen to, explain, analyze, and describe musical works of art, apply knowledge of technical, organizational, and aesthetic elements.

Respond to works of art, giving reasons for preferences.

Recognize sounds.

Experience communication through body language, gestures, tone, inflection, and volume.

Evaluate music and musical performances.

Become familiar with music vocabulary:(high sounds, low sounds, ballet, stage, conductor, composer, fast sounds, slow sounds, melody, introduction, audience, performance, rhythm, instruments, baton).

Be able to orally identify and differentiate the following comparatives: (fast & slow; high & low; short & long; loud & soft).

Identify happy/sad, bright/dark, happy/angry.

Define differential patterns visually (black-white, big-little, many-few) and begin to relate them aurally (loud-soft, fast-slow, on-off).

Understand relationships between music and art disciplines outside of the arts.

Develop an understanding of communication through body language, gestures, tone, inflection, and volume.

Create, Present and Perform Art

Experiment with instrumental sounds.

Demonstrate performance on instruments by listening to and playing pieces that show ability to keep a steady beat.

Play a variety of non-pitched percussion instruments (rhythm sticks, tambourine, wood blocks, bells, etc.).

Display pulse of music through body movements, clapping, and body rhythms.

Express oneself through the use of dance with music.

Identify visual patterns in pictures and movement as they relate to rhythmic patterns in music.

Experience the feeling of a steady beat, and be able to produce one.

Sing tunefully, alone and with others, within the range of a major sixth (d-b) a varied repertoire of music.

Demonstrate a natural, free singing tone.

Sing lyrics appropriately.
Build a repertoire of at least 50 songs, games & rhythms.
Be able to improvise text to known songs.
Apply artistic elements and technical skills to create, present, and/or perform works of art for a variety of audiences and purposes.

Historical Perspectives

Identify music used in child's everyday life.
Be presented to (for listening and performing) a variety of nursery rhymes, finger plays and common childhood songs from different cultures.
Describe how historical and cultural contexts influence works of art.
Relate works of art from various time periods and cultures to each other.
Develop an awareness of multicultural music.

1st Grade General Music

Aesthetics and Arts Criticism

Orally differentiate between contemporary and non-contemporary styles of music.
Identify the sounds of a variety of instruments and voices (e.g., orchestra and band instruments, instruments from various cultures, as well as children's voices, male and female voices).
Determine moods in music quantitatively (how happy/sad) and how changes in performance can affect them.
Respond to many different types of music regarding performance, movement, or listening, giving reasons for preferences.
Introduce appropriate performance and audience behavior.
Recognize the expressive qualities of music.
Describe music including the elements of melody, tempo, and dynamics.

Create, Present and Perform Art

Create and/or perform a variety of music (vocal and/or instrumental) alone and with others.
Identify the families of instruments (strings, percussion, brass, woodwinds and electronic).
Display pulse of music through body movements, clapping, body rhythms, and rhythm sticks.
Explore various ways of expression through the use of dance with appropriate rhythms and beats to music,
Identify and demonstrate an understanding of two-beat meter, measure, barline, double barlines, and repeat sign.
Read simple music notations (whole notes, half notes, quarter notes, eighth notes, and equivalent rests).
Demonstrate ability to read notes by clapping out quarter note/rest and eighth note patterns.

Identify and demonstrate an understanding of the following rhythmic elements: TA; TI-TI, rest.
Identify and demonstrate beat and the difference between beat and rhythm.
Identify and demonstrate two beat rhythm ostinati.
Identify and demonstrate an understanding of the melodic notes SOL MI.
Identify and demonstrate an understanding of the melodic note LA in a S-L-S-M pattern.
Be able to improvise text to known songs.
Learn ABA forms in both melody and rhythm.
Learn duple and triple both visually and aurally and express them both vocally and through movement.
Perform music and dance from many cultures.
Produce a steady beat.
Experiment with instrumental and vocal sounds.
Play a variety of pitched and non-pitched instruments (glockenspiels, soprano, alto and bass xylophones, alto and bass metallophones, individual bass bars, mallets, melody bells, rhythm sticks, tambourine, wood blocks) while demonstrating correct technique.
Demonstrate a natural, free singing tone.
Sing lyrics appropriately.
Perform a variety of songs by memory.
Introduce same and different phrases.
Imitate a short melody pattern.
Become familiar with musical vocabulary: quarter note 'TA,' eighth note 'TI-TI,' beat, tempo, echo, melody.

Historical and Cultural Perspectives

Listen to and perform traditional and non-traditional American music.
Demonstrate American and multicultural music through singing, listening, and movement.
Describe how historical contexts influence works of art.
Relate works of art from various time periods and cultures to each other.
Understand relationships between music and art as well as disciplines outside of the arts.
Meet people in the music business or use music in their lines of work.

2nd Grade General Music

Aesthetics and Arts Criticism

Identify the sounds of a variety of instruments and voices (e.g., orchestra and band instruments, instruments from various cultures, as well as children's voices, male and female voices).
Compare contrasting styles of music.
Identify instruments aurally and visually.

Become familiar with vocabulary: expression, tone, energy, enunciation, melody, tempo, performance, behavior, audience, musicals, improvisation, composition, ensembles, pitched, non-pitched, beat, rhythm, melody, patterns.
Identify high and low pitches.
Identify fast and slow tempos.
Identify loud and soft dynamics.
Identify long and short duration.
Introduce instrument names and their families.
Describe music, including elements of melody, tempo, and dynamics.
Recognize mood.
Respond to works of art, giving reasons for preferences.
Listen to and observe quality performances.
Share ideas and information with others.
Participate in a variety of performances.
Demonstrate appropriate performance and audience behavior.
Understand relationships between music and art as well as disciplines outside of the arts.
Communicate verbally and in writing about one's own work.

Create, Present and Perform Art

Create and/or perform a variety of music (vocal and/or instrumental) alone and with others.
Identify and demonstrate LA in the melodic pattern S-M-L-S-M in singing and playing an instrument.
Identify instruments within musical families by sight and sound.
Demonstrate creativity by planning and performing student produced dance.
Identify the skip between M and S in preparation for the pentatonic scale.
Read simple music notations (whole notes, half notes, quarter notes, eighth notes, and equivalent rests).
Demonstrate ability to read notes by clapping out eighth, quarter, half, and whole notes and corresponding rests.
Read and perform quarter and half notes, beamed eighth notes, and quarter rest.
Identify and demonstrate TA-A (halfnote) as a two-measure rhythm where the beat equals the quarter note.
Identify and demonstrate four beat meter when the beat equals a quarter note.
Identify and demonstrate two and three beat rhythm ostinati.
Identify and demonstrate DO in S-M-D and L-S-M-D patterns and their inverses.
Identify and demonstrate RE in M-R-D, S-M-R-D and L-S-M-R-D patterns and their inverses.
Incorporate two-part harmony through partner songs.
Portray musical moods through motion.
Learn texture techniques in music: density, agitation, tension and release.
Learn ABACA and rondo forms in both melody and rhythm; solo-chorus, verse-refrain.
Perform music and dance from many cultures.
Experiment with instrumental and vocal sounds.

Create impromptu songs from a pattern and instrument exploration.
Improvise melodies, variations, and accompaniments.
Compose and arrange music
Play simple rhythmic, melodic, and/or chord patterns on instruments.
Sing on pitch within a range of at least a minor 3rd.
Demonstrate a natural, free singing tone.
Sing lyrics appropriately and sing and play by memory.
Communicate verbally and in writing about one's own artwork
Play a variety of pitched and non-pitched instruments demonstrating correct techniques.

Historical and Cultural Perspectives

Listen to and learn the historical contributions of musicians, composers, folk songs, and learn about how these relate, record, and affect social conditions of their other times.
Put faces and names to music that students hear and sing: songwriters, performers, and lyricists.
Identify an event or condition that inspired a musical work.
Relate works of art from various time periods and cultures to each other.
Recognize music careers and consumer products in our society.

3rd Grade General Music

Aesthetics and Arts Criticism

Identify the sounds of a variety of instruments and voices (e.g., orchestra and band instruments, instruments from various cultures, as well as children's voices, male and female voices).
Develop qualifiable techniques to critique musical works for style, form, content and aesthetics.
Explain moods as a composer or performer expresses them.
Respond to works of art, giving reasons for preferences.
Explain and analyze works of art, applying knowledge of technical, organizational, and aesthetic elements.
Recognize use of music in mass media.
Identify music ensembles: choir, band, orchestra, etc.
Recognize and analyze opera, musical, and stage play.
Respond appropriately to selected music characteristics (or specific music events) while listening to music.
Evaluate music and musical performances.
Identify musical form: A, AB, or ABA form.
Share ideas and information with others about performances.
Demonstrate an open-minded attitude towards listening to many types of music.
Listen, contrast, and compare varying qualities of performances.
Demonstrate appropriate performance and audience behavior.
Understand the relationships between music and art as well as disciplines outside of the arts.

Identify instruments aurally and visually.

Become familiar with vocabulary: rhythm, tempo, dynamics, unison, rounds, partner songs, melody, harmony, ensemble, musicals, performance, behavior, audience, piano, keyboard, computer, octave, patterns, recorders, keys, neighbor note, skip notes, leap notes, rhythm bank, melody bank, assessment, performance, recital, guided and independent practice, ostinato, improvisation, pitched, non-pitched, instrumentation, variations, accompaniment, composition, arrangement, vocal, notation, forte, repeat signs, meter/time signatures, melody patterns, whole, half, quarter, and eighth notes, treble clef.

Create, Present and Perform Art

Create and/or perform a variety of music (vocal and/or instrumental) alone and with others.

Demonstrate rhythm, pitch, tempo, and dynamics through age appropriate song literature.

Demonstrate songs in unison, rounds, and partner song literature.

Respond to cues of the conductor.

Work cooperatively in an ensemble.

Identify and demonstrate low LA in R-D-L, M-R-D-L, S-M-R-D-L; low SOL in R-D-L-S, M-R-D-L-S and S-M-R-D-L-S and their inverses in singing and playing an instrument.

Exhibit ability to hold, use, and clean instrument.

Identify instrument, voice, solo, ensemble, and theatrical forms.

Identify timbre, emotion, and movement in a piece.

Identify and understand story telling, descriptive music, folk music, music from other cultures, folklore, basic academics, and feelings.

Maintain proper use of music and instruments.

Respond to music orally through pictures and lists of instruments.

Perform call and response.

Perform on instruments using learned notation.

Demonstrate vocal, instrumental, and movement improvisation with meaningful and appropriate means of communication.

Identify and demonstrate the DO pentatonic scale.

Identify and demonstrate whole & half steps.

Read simple music notations (whole notes, half notes, quarter notes, eighth notes, and equivalent rests) and demonstrate knowledge of notation terms by playing them on an instrument.

Identify and demonstrate absolute pitch name of the treble staff in L-S-M songs where S is G, C, or D; M-R-D and in S-M-R-D songs where D is G, F or C; in L-S-M-R-D songs where S is G, F or C and D is G, F or C.

Identify and demonstrate TIBI-TIBI in singing and speaking (where the beat equals a quarter note.)

Identify and demonstrate single TI where TI-TI equals two separate TI's in singing and speaking.

Identify and demonstrate two and three beat rhythm ostinati as one of two or more parts.

Demonstrate aspects of performance that are appropriate for either solo or ensemble situations.

Incorporate two-part harmony through melodic and rhythmic rounds.

Learn codas, repeats, da capo, as well as multiple rhythmic ostinati.

Perform music and dance from many cultures.

Participate in performances that integrate music with other arts.

Experiment with instrumental and vocal sounds.

Create impromptu songs from a pattern and instrument exploration.

Create a vocal or instrumental composition, and be able to discuss, improve, and edit the song.

Sing expressively with appropriate dynamics, phrasing, and interpretation.

Listen to music, and be able to independently maintain beat through body percussion and movement, and emphasize strong and weak beat of duple and triple meter.

Play a variety of pitched and non-pitched percussion instruments in an appropriate manner.

Identify by sight and sound correct names of basic classroom instruments.

Perform and demonstrate easy rhythmic, melodic, and choral patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

Perform simple musical programs.

Improvise melodies, variations, and accompaniments.

Introduce concept of musical composition by using not only vocal and instrumental pieces, but also a variety of other sound sources.

Read simple pitch notation in the treble clef.

Introduce and identify concepts of dynamics, tempo, and meter.

Identify symbols: meter signature, notation, and dynamic markings.

Identify melodic patterns moving up, down, or staying the same (i.e. step, skip, and leap).

Introduce whole, half, dotted half, quarter, and eighth notes and their rests in 2/4 and 4/4 time signature.

Historical and Cultural Perspectives

Relate works of art from different time periods and cultures to each other.

Listen to and identify elements of the works of at least three traditional classical composers of the Western Tradition.

Be able to identify musicians in the music heard on their own, using radio, TV, and live performances.

Identify the sounds of orchestral, band, and cultural instruments.

Understand music in relation to history and culture.

Recognize communication through body language, gestures, tone, and inflection.

4th Grade General Music:

Aesthetics and Arts Criticism

Actively listen to and interpret a variety of types of music (vocal and instrumental/ live and recorded).

Use qualifiable critical techniques to justify personal tastes while accepting different preferences.

Explain moods as a composer or performer expresses them.

Be able to tell how a performance can affect oneself.

Assess a musical performance based on criteria.

Identify instruments aurally and visually.

Identify personal preferences and their relationship to artistic elements and principles.

Verbalize personal ideas and feelings connected with hearing and experiencing works.

Infer the artist's goal, message, or point of view from work.

Evaluate the use of elements and principles in works.

Demonstrate an open-minded attitude toward listening to and performing many types of music.

Recognize musical themes (motifs).

Orally share ideas and information with others.

Understand relationships between music and art as well as other disciplines.

Recognize the use of music through mass media technique.

Become familiar with vocabulary: rhythm, tempo, dynamics, texture, motif, pulse, theme, unison, rounds, partner songs, ensemble, melody, harmony, ensemble, form musicals, performance, behavior, audience, piano, keyboard, computer, octave, patterns, recorders, keys, neighbor note, skip notes, leap notes, rhythm bank, melody bank, assessment, performance, performer, audience, recital, guided and independent practice, ostinato, bordun, improvisation, pitched, non-pitched, instrumentation, variations, accompaniment, composition, arrangement, vocal, diction, enunciation, posture, notation, forte, repeat signs, refrain, verse, meter/time signatures, melody patterns, whole, half, quarter, and eighth notes, treble clef, soprano recorders, woodwind family, soprano, alto, tenor, bass, keyboards, xylophone, met allophones, glockenspiels, solo, duet, trio, quartet, articulation, tone, patterns, echo, piano, mezzo, crescendo, duration.

Create, Present and Perform Art

Identify and demonstrate high DO in D-L-S-M-R-D, and D-L-S-M-R-D-L-S patterns and their inverses in singing and playing an instrument.

Create a piece for recorder using at least 5 different notes +G4.

Identify and demonstrate the LA and SOL pentatonic scales.

Identify and demonstrate TA-A-A-A (whole note).

Identify and demonstrate DO pentachord and hexachord.

Melodic alteration of Bb and its corresponding key signature of F major.

Incorporate simple and complex meter and rhythm.

Identify and demonstrate TI-TA-TI (syncopa) in singing and speaking.

Identify and demonstrate half rest and TAM-TI.

Identify and demonstrate whole and half steps.

Incorporate two-part harmony through vertical harmony.

Incorporate two-part harmony through melodic and rhythmic rounds.

Learn codas, repeats, da capo, as well as multiple rhythmic ostinati. Identify these patterns in a musical score.

Sing, alone and with others, a varied repertoire of music.

- *Develop ability to sing with appropriate tone, rhythm, technique, and maintain awareness of intonation, musical feeling, and balance in the ensemble.

- *Sing on pitch with a range of an octave.

- *Demonstrate a natural free tone with good posture and breath control.

- *Demonstrate appropriate tempo and dynamics.

- *Apply appropriate diction.

- *Comprehend word meaning of the sing-able text.

Perform on tuned percussion instruments and recorders, alone and with others, using learned notation.

- *Develop ability to play with appropriate tone, rhythm, technique, and maintain awareness of the intonation, musical feeling, and balance in the ensemble.

- *Play a variety of pitched and non-pitched percussion instruments and simple wind instruments demonstrating correct technique.

- *Demonstrate appropriate tempo and dynamics.

- *Perform a variety of musical works alone or in an ensemble, either by rote or reading notation.

Learn to read music notation.

- *Read and notate signs and symbols in music

- *Read and perform whole, dotted half, half, quarter, double eighth notes, and quarter rests.

- *Read and perform on an instrument three note melodic patterns on a musical staff.

Identify registers as high, low, or middle.

Identify tempo as fast, slow, or getting faster or slower.

Perform music and dance from many cultures.

Participate in performances that integrate music with other arts.

Experiment with instrumental and vocal sounds.

Create impromptu songs from a pattern and instrument exploration. Improvise melodies, variations, and accompaniment.

Experiment with timbre of voices and instruments.

Improvise simple questions and answer form or ABA form.

Apply elements of music: rhythm, melody, harmony form, tempo, and dynamics.

Create a vocal or instrumental composition. Organize created sounds. Sequence musical ideas.

Read musical notation (whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures).

Communicate verbally and in writing about one's own artwork.

Historical Perspectives

Relate works of art from various time periods and cultures to each other.

Describe how historical and cultural contexts influence works of art.

Recognize the use of cultural music in mass media.

Listen to and compare elements of the works of traditional classical compositions with those from other world cultures and historical eras.

Learn about musical careers including performance, conducting, composition, management, DJ, reproduction and music therapy.
Demonstrate dance and movement through music.
Demonstrate knowledge of the use of music in various cultures.
Sing, listen, and move to American and multicultural music.
Recognize the relationship between music and works of art from the same time period.

5th Grade Vocal and General Music

Aesthetics and Arts Criticism

Actively listen and interpret a variety of types of music (vocal and instrumental – live and recorded).
Identify artistic elements and principles that can be used to analyze works.
Develop ability to describe music with increasingly precise music terminology.
Demonstrate open-minded attitude toward listening to many types of music.
Distinguish subtleties among sounds instrumentation, tempo, dynamics, and vocal timbre.
Recognize sounds with messages: program music, TV themes, and motif in classical music.
Develop an understanding of the expressive qualities of music, including mood and message, mass-media techniques, and advertisement.
Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in personal listening and performing.
Identify instruments aurally and visually.
Identify the elements of pitch, tempo, dynamics, beat, form, and rhythm.
Identify the principles of repetition, contrast, and expression.
Identify personal preferences and their relationship to artistic elements and principles.
Use elements and principles to describe works.
Verbalize personal ideas, preferences, and feelings connected with hearing and experiencing works.
Demonstrate audience behavior appropriate for the context and style of music performed.
Infer the artist's goal, message or point of view from work.
Evaluate the use of elements and principles in works.
Describe specific musical characteristics in a given aural example using appropriate terminology.
Identify various styles.
Understand relationships between music and art and disciplines outside of the arts. (Compare in two or more arts how the characteristic material of each art can be used to transform similar events, scenes, emotions, or ideas in works of art.)

Create, Present and Perform Art

Incorporate percussion instruments, recorders and keyboards into music production.

Hear and perform multiple parts on tuned percussion instruments and recorders using learned notation.

Sing, alone and with others, a varied repertoire of music.

- *Sing accurately in free, clear-headed voice, using musically appropriate vocal tone in range of 10th.

- *Demonstrate proper posture and effective breathing management.

- *Sing with expression and technical accuracy a repertoire of vocal literature with a low level of difficulty including some songs from memory.

- *Sing music representing diverse genres and cultures with appropriate expression.

- *Sing music written in 2 parts.

Demonstrate ability to improvise in instruments and through vocalization.

Experience all musical elements through listening, moving, speaking/singing, playing reading/notating, creating, and evaluating.

Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, playing position, breath, bow, or stick control.

Perform work representing diverse genres and cultures with expression appropriate for work being performed.

Play by ear simple melodies on a melodic instrument and/or simple accompaniment on a harmonic instrument.

Move appropriately and comfortably to music, including demonstration of musical form.

Perform with focus, poise, enthusiasm, and increasing independence.

Show preparation and excellence in performance with appropriate response to the conductor.

Composition and arrangement:

- *Compose short pieces with specific guidelines, indicating how the elements of music are used to achieve unity and variety, sound release and balance.

- *Arrange simple pieces for voices or instruments.

- *Use a variety of traditional and non-traditional sounds and electronic media when composing and arranging.

- *Use a musical background for poetry, literature, and/or movement.

- *Distinguish subtleties among sounds by selecting appropriate percussion instruments as an accompaniment to movement.

- *Compose a theme for each character of a fable.

Rhythm: use notation, experience syncopation.

- *Identify and demonstrate upbeat (anacrusis) and be able to conduct the same along with other learned rhythmic aspects.

- *Identify and demonstrate whole rest.

- *Identify and demonstrate knowledge of 3/4 time.

- *Improvise simple rhythmic variations on given pentatonic scales and major keys.

Melody:

- *Continue to develop a natural, free-singing voice with an increasingly wider range; *Understand and use the musical alphabet, treble clef, from middle C to high A;

- *Aurally and visually identify step, skip, and repeated tones;
- *Perform melodies on pitched instruments; experience songs (e.g. selections from the American Musical theater, partner songs, spirituals, singing games, cumulative, patriotic, seasonal, folk, rounds, and ballads).
- *Melodic alteration of F# and its corresponding key signature of G major.
- *Improvise short melodies and melodic embellishments, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Harmony/texture:

- *Perform rhythmic and melodic layered ostinati.
- *Perform one-, two-, and three-chord accompaniments,
- *Perform 2-part songs and songs with descants.
- *Aurally differentiate between major and minor tonalities.
- *Incorporate two-part harmony through a variety of techniques while being able to identify them.
- *Incorporate two-part harmony through vertical harmony.
- *Incorporate two-part harmony through melodic and rhythmic rounds.
- *Improvise simple harmonic accompaniments.

Form:

- *Explore theme and variation forms
- *Read and notate signs and symbols affecting form in music (e.g. repeat signs, D. C. al Fine, D. S., and first and second endings).
- *Read musical notation (whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures).
- *Identify and demonstrate the RE pentatonic scale
- *Identify and demonstrate TA-A-A (dotted half note).
- *Identify and demonstrate LA pentachord.
- *Organize information using a chart that illustrates the plan of an improvisation of composition.

Tone Color:

- *Aurally differentiate between the concert band and orchestra; aurally and visually recognize and increasing variety of folk and orchestral instruments.

Expression:

- *Recognize and understand the expressive qualities of music; read, notate, and perform signs and symbols affecting interpretation of tempo, dynamics, and articulation (e.g. ritardando [rit.], accelerando [accel.], fermata, piano [p], forte [f], mezzopiano [mp], mezzoforte [mf], pianissimo [pp], fortissimo [ff], crescendo, diminuendo, accent, slur, staccato, and legato).

Reading and Notating:

- *Identify pitch, register, melodic intervals, major and minor modes, meter and tempo, timbre and style.
- *Distinguish between duple and triple meters and identify changing meters while listening to music.
- *Identify treble clef notes by name.
- *When given an aural example, student chooses corresponding notated example.
- *Visually identify musical forms, AB, ABA, or rondo.

- *Visually identify and perform: fermata, crescendo, decrescendo, and dynamic levels: pp through ff.
- *Aurally identify triads as major and minor.
- *Aurally identify tempo and changes as fast or slow, getting faster or getting slower.
- *Aurally identify octave.
- *Aurally identify simple melodic intervals within a song setting. (Recognize differences between major and minor intervals).
- *Aurally identify and classify instruments according to families (identify and list common characteristics of at least 3 instruments in each family and identify timbre of those same instruments.)
- *Aurally identify and classify instruments according to registers.
- *Aurally identify styles of music, such as folk, classical, jazz, rock, gospel, and electronic. (Share ideas and information orally about the style of a listening example.)
- *Read and perform quarter note, beamed double eighth note, half note, dotted half note, and whole note.
- *Read and perform quarter, half, and whole rests in 4/4 and 2/4 meter.
- *Read and notate rhythms in duple and triple meters.
- *Recognize and read 3-note melodic patterns on a full five line staff.
- *Read and notate signs and symbols affecting form in music such as repeat signs, DC al fine.
- *Read simple pentatonic melody patterns on a full 5 line staff.
- *Progress from simple to more complex melodic reading.
- *Identify melodies that move by steps or skips or both.
- *Explain how things continue to have some of the same characteristics even though a major change occurs, e.g. identify the same melodic pattern in different registers.
- *Recognize music terms such as round, canon, phrase, and ostinato.
- *Identify and demonstrate TI-TAM, TI.
- *Learn sonata form, suites, blues patterns as well as multi-rhythmic rounds.
- *Perform music and dance from many cultures.
- *Participate in performances that integrate music with other arts.
- *Experiment with instrumental and vocal sounds.
- *Create impromptu songs from a pattern and instrumental exploration.
- *Create a vocal or instrumental composition.
- *Create moods and feelings through sound and movement.
- *Create and/or perform a musical work using experiences, imagination, observations, artistic elements, and technical skills to achieve a desired effect.
- *Communicate verbally and in writing about one's own work.
- *Describe and demonstrate how strong experience and ideas can be expressed through music.
- *Show proper care of musical instruments including sanitation.

Historical and Cultural Perspectives

Experience and understand the roots of modern music and how their parts contribute to today's and might affect music in the future.

Be able to list various fields of music and how they work together in its creation, production and archiving.

Describe how music is used to sway public opinion now and in the past.

Defend the use of scales and instruments in a cultural/historical setting.

Examine music and events of historical importance and their impact on cultural development.

Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Compare the function music serves, the roles of musicians and conditions under which music is typically performed in several cultures of the world.

Recognize the use of music as an avenue of communication leading to a better understanding of cultures, people, and nations.

Classify by genre and style, (if applicable by historical period and composer), a varied body of exemplary musical works and explain the characteristics that cause each work to be exemplary. Experience, identify, and compare music from a variety of cultural and historical periods (e.g. colonial periods, American Revolution, westward expansion and special occasions) from a variety of cultures, composers, and musical periods.

Identify a musical work that was inspired by a particular historical or cultural event and describe how this event influenced the musical work.

Describe specific music events in given examples using appropriate terms.

Analyze the uses of the elements of music in examples representing different genres and cultures.

Demonstrate knowledge of the basic principles of meter, rhythm, tonality intervals, chords, and harmonic progressions in these cultural historical examples.

Demonstrate an open-minded attitude towards listening to many types of music.

Develop an understanding of the expressive qualities of music.

Understand relationships between music and art and disciplines outside of the arts.

Experience and appreciate music outside of current social and popular trends. Relate works of art to music by style and time period.

Explain how culture affects composition and vice versa.

Vocabulary: breath support, duration, pitch, descant, staff soprano/alto, part I/part II, notes, rest, measure, bass clef, treble clef, key signature, sharp, flat, natural, embouchure, bow, pizzicato, arco, instrumental families, woodwinds, brass, percussion, strings, articulation, beat, bar, repeat sign, reed, mouthpiece, slide, valve, frog, hair, fingerboard, conductor, fingerings, diction, improvise, pentatonic scales, major scales, melody, accompaniment, unaccompanied, style, meter, tonality, volume, choral, composition, instrumental, arrangement, form, phrase, notation, melodic interval, fermata, dynamics: P, PP, PPP, F, FF, FFF, naturals, DC al fine, step, round, major, tempo, duple meter, crescendo, decrescendo, accidentals, skip, canon, ostinato, timbre, triple meter, rondo form, intonation, blend/balance, vowel color, uniformity, medieval, baroque, renaissance, classical, romantic, impressionism, twentieth century.

6th Grade Vocal and General Music

Aesthetics and Arts Criticism

Identify and/or demonstrate the elements of music. (Elements of music: pitch, melody, harmony, intervals, chords, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; principles of music: repetition, contrast, expression, structure).

Communicate, orally and in writing, personal preferences for works of music, giving rationale for preferences based on key technical elements and principles (e.g. "I do not like this piece of music because it seems dissonant and has an irritating rhythm.").

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop ability to describe music and parts of music using appropriate vocabulary and terminology with words and/or gestures.

Develop the skills to be an active performer and informed listener (e.g. performance practices, form, genre).

Develop and understand the expressive qualities of music, including mood and message.

Demonstrate a sense of accomplishment in and a commitment to quality performance.

Evaluate the quality and effectiveness of one's work and the work of others.

Compare and contrast elements of music within different works of music.

Understand and use criteria for judging a work of music. (The criteria should include students being able to evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate to the style of music and offer constructive suggestions for improvements).

Develop the skills to be an active performer and informed listener.

Recognize role of mass media techniques.

Understand relationships between music and art and disciplines outside of the arts.

Understand the diversity of musical consumer products in our society.

Identify styles of music (such as jazz, rock, gospel, folk, classical, electronic, ethnic, etc).

Create, Present and Perform Art

Create, present, and/or perform a work of music, selecting and applying artistic elements and technical skills to achieve desired effect.

Sing on tune within the range of a 10th and demonstrate a natural, free singing tone, good posture and breath control (with special consideration for boys' changing voice.)

Communicate verbally and in writing about one's own performance.

Explain how music-related sound is produced and transmitted.

Select and use different music elements of pitch, rhythm, tempo, timbre, posture, tone, awareness of intonation and control to produce choral and/or instrumental music.

Sing and/or play a varied repertoire of music with expression and technical accuracy.

Read, write, compose, and interpret musical notations (e.g. variety of meters, both treble and bass clefs, standard symbols referring to dynamics, tempo, and articulation).

Participate in solo ensemble and group performances.

Improvise melodies, variations, and accompaniment as a vehicle for understanding music.

Create simple improvisations using AB, ABA, and rondo form.

Improvise and a musical background for poetry, literature and/or movement.

Experiment with the elements of music through a variety of creative activities (including movement, singing, playing instruments, improvisation, and composition and evaluate the outcomes).

Compose and arrange music with specific guidelines.

Create simple compositions using AB, ABA, and rondo forms.

Compose a musical background for poetry, literature, and/or movement.

Manipulate elements of music (rhythm, melody, harmony, form, timbre, tempo, and dynamics) for expressive purposes.

Read and notate music.

Read and perform notes and corresponding rests. Read and notate signs and symbols affecting form in music.

Read and notate signs and symbols affecting interpretation of tempo and dynamics.

Share ideas and information orally with others (e.g. assess the success of a group performance of a student composition and discuss possible refinements for improvement).

Develop the ability to describe music with increasingly precise musical terminology.

Develop an understanding of the expressive qualities of music.

Historical and Cultural Perspectives

Describe and explain distinguishing features of works of music and their historical and cultural contexts.

Discuss and compare works of music from different time periods and cultures, emphasizing their historical context.

Sing, play, listen, and move to American music and music of other cultures.

Identify (from a performance or recording) the titles and composers of well-known examples of music.

Recognize the use of music as an avenue of communication, which may lead to a better understanding of cultures, people, and nations.

Identify events or conditions which serve as an inspiration for various works of music.

Demonstrate an open-minded attitude toward listening to and performing many types of music.

Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).

Experience music of various historic eras and artists, with regard to cultural and historical significance.

Distinguish subtleties among sounds (such as instrumentation, tempo, dynamics, vocal timbre, and mood.)

Respond to an ever-widening exposure to many types of music.

Understand relationships between music and art, as well as disciplines outside of the arts.

Become aware and knowledgeable about the variety of musical careers in our society.

Use music to explore cross-curricular connections, and demonstrate an open-minded attitude toward listening to many types of music.

Vocabulary: breath support, duration, pitch, descant, staff, soprano, alto, tenor, bass, part I, part II part III, notes, rest, measure, ass clef, treble clef, changing voice, interval, embouchure, bow, pizzicato, arco, woodwinds, brass, percussion, strings, beat, bars, repeat signs, conductor, duration, pitch, key signature, sharps, flats, naturals, harmony, improvise, pentatonic scale, major scale, melody, accompaniment, style, meter, tonality, compose, arrange, form, phrase, register, melodic interval, tempo, timbre, duple meter, triple meter, AB/ABA/Rondo/Theme and Variation, Jazz/rock/gospel/folk/classical/electronic/ethnic, musicality, technique, presentation, notation, score, ensemble.

6th Grade Choir, Strings, Band and Orchestra

Due to large numbers in beginning band and the differences involved in teaching each individual instrument, separate classes for woodwind instruments and brass and percussion instruments are recommended.

Students will use Standards of Excellence Book 1, as well as the First Performance companion book as the basis for beginning band.

Students will learn proper posture, breathing, and hand position, instrument care, in addition to notes, rhythm, dynamics, articulation, tone quality, and intonation.

Students will learn music history and theory using the Standard of Excellence books.

Students will perform standard literature at an appropriate ability level.

Aesthetics and Arts Criticism

Aurally and visually identify and/or demonstrate the elements of music. (Elements include but are not limited to: pitch, register, harmony, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; major and minor modes; melodic interval).

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop ability to describe music and parts of music, using appropriate vocabulary and terminology with words and/or gestures.

Compare and contrast elements of music within different works of music.

State preferences for works of music and reasons for preferences based on key artistic elements and principles used in producing music.

Understand and use criteria for judging a work of music. (The criteria should include students being able to evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific

criteria appropriate to the style of music and offer constructive suggestions for improvements).

Develop the skills to be an active performer and informed listener.

Recognize role of mass media techniques.

Demonstrate a sense of accomplishment and a commitment to quality performances, and be able to observe and distinguish between varying qualities of performance.

Understand relationships between music and art as well as disciplines outside of the arts.

Understand the diversity of consumer products in our society.

Identify styles of music (such as jazz, rock, gospel, folk, classical, electronic, ethnic, etc.)

Create, Present and Perform Art

Create, present, and/or perform a work of music, selecting and applying artistic elements and technical skills to achieve desired effect.

Explain how music-related sound is produced and transmitted.

Perform a varied repertoire of music with expression and technical accuracy, alone and with an ensemble, either by rote or notation. Develop an ability to play an instrument with appropriate tone, rhythm, and technique, and maintain awareness of intonation, musical feeling, and balance within the ensemble.

Play a variety of pitched and non-pitched percussion instruments, wind, string, electronic, or keyboard instruments, demonstrating correct technique.

Use pitch, tone, tempo, and volume to enhance musical performance.

Read, write, compose, and interpret musical elements.

Improvise melodies, variations, and accompaniment as a vehicle for understanding music.

Create simple improvisations using AB, ABA, and rondo form.

Improvise a musical background for poetry, literature, and/or movement.

Compose and arrange music with specific guidelines.

Create simple compositions using AB, ABA, and rondo forms.

Compose a musical background for poetry, literature, and/or movement.

Manipulate elements of music (rhythm, melody, harmony, form, timbre, tempo, and dynamics) for expressive purposes.

Experiment with music through a variety of creative activities (including movement, singing, and playing instruments) and evaluate the outcomes.

Participate in solo ensemble and group performances.

Practice outside of class using proper techniques.

Communicate verbally and in writing about one's own music.

Provide physical and psychological safety by observing the rules, protocols, and procedures for safe and responsible use of materials, tools, equipment and space.

Read and perform notes and corresponding rests. Read and notate signs and symbols affecting form in music.

Read and notate signs and symbols affecting interpretation of tempo and dynamics.

Share ideas and information orally with others—(e.g. assess the success of a group performance of a student composition and discuss possible refinements for improvement.)

Develop the ability to describe music with increasingly precise musical terminology.
Develop an understanding of the expressive qualities of music.

Historical and Cultural Perspectives

Describe and explain distinguishing features of works of music, and their historical and cultural contexts.

Discuss and compare works of music from different time periods and cultures, emphasizing their historical context.

Identify (from a performance or recording) the titles and composers of well-known examples of music.

Recognize the use of music as an avenue of communication, which may lead to a better understanding of cultures, people, and nations.

Identify events or conditions serving as an inspiration for various works of music.

Demonstrate an open-minded attitude toward listening to and performing many types of music.

Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).

Respond to an ever-widening exposure to many types of music.

Understand relationships between music and art as well as disciplines outside of the arts.

Become aware and knowledgeable of the variety of musical careers in our society.

Use music to explore cross-curricular connections and demonstrate an open-minded attitude towards listening to many types of music.

Vocabulary: same as for 6th grade vocal and general music education.

7th and 8th Grade Vocal and General Music

Aesthetics and Arts Criticism

Aurally and visually identify and/or demonstrate the elements of music in examples representing diverse genres and cultures. (Elements include but are not limited to: pitch, harmony, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; intervals; chords; harmonic progressions; notation; principles of music: repetition, contrast, expression, structure).

Communicate orally and in writing personal preferences for works of music, giving rationale for preferences based on key technical elements and principles (e.g. “I do not like this piece of music because it seems dissonant and has an irritating rhythm.”).

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop ability to describe music (and parts of music) using appropriate vocabulary and terminology with words and/or gestures.

Develop the skills to be an active performer and informed listener (e.g. performance practices, form, genre).

Develop and understand the expressive qualities of music, including mood and message.

Demonstrate a sense of accomplishment and a commitment to quality performance. Develop criteria for evaluating the quality and effectiveness of music performances and compositions,(one's own work and the work of others,) and offer suggestions for improvement.

Compare and contrast elements of music within different works of music.

Understand and use criteria for judging a work of music. (The criteria should include students being able to evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate to the style of music and offer constructive suggestions for improvements).

Use music to explore cross-curricular connections.

Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

Recognize sounds with messages (code songs, program music).

Recognize subtleties in communication (through body language, gesture, tone, inflection, and volume).

Distinguish subtleties among sounds (such as instrumentation, tempo, dynamics, vocal timbre, and mood).

Create, Present and Perform Art

Create, present, and/or perform a work of music, selecting and applying artistic elements, imagination, personal experience, and technical skills to achieve desired effect.

Communicate verbally and in writing about one's own performance.

Explain how music-related sound is produced and transmitted.

Select and use different music elements of pitch, rhythm, tempo, timbre, tone posture, and breath control, alone or to produce small and large choral music.

Sing and/or play a varied repertoire of music with expression and technical accuracy.

Sing music representing diverse genres and cultures, with expression appropriate for the work performed.

Sing music written in two, three, and four parts.

Read, write, compose, and interpret musical notations (e.g. variety of meters, both treble and bass clefs, standard symbols referring to dynamics, tempo, and articulation).

Participate in solo, ensemble, and group performances.

In groups blend vocal timbre, match dynamics, and respond to conductor's cues.

Experiment with the elements of music through a variety of creative activities(including movement, singing, playing instruments, improvisation, and composition).

Improvise simple, harmonic accompaniments.

Improvise melodic embellishments and simple rhythmic and melodic variation, on given pentatonic melodies and melodies in major keys.

Improvise short melodies(unaccompanied and over given rhythmic accompaniments), each in a consistent style, meter, and tonality.

Compose and arrange music with specific guideline, demonstrating how elements of music are used to achieve unity and variety, tension and release, and balance.
Arrange simple pieces for voices other than those for which the pieces were written.
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and all breve meter signatures.
Be exposed to irregular meters.
Read simple melodies in the appropriate clef. Identify and define standard notation to record own and other's musical ideas.
Sight-read, accurately and expressively, music with a moderate level of difficulty.
Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Historical and Cultural Perspectives

Describe and explain distinguishing features of works of music and their historical and cultural contexts.
Discuss and compare works of music from different time periods and cultures emphasizing their historical context.
Sing, play, listen, and move to American music and music of other cultures.
Identify(from a performance or recording) the titles and composers of well-known examples of music.
Recognize the use of music as an avenue of communication, which may lead to a better understanding of cultures, people, and nations.
Explain the similarities of emotional response to varying types of music, and the history behind the response.
Interpret music through cultural or socio-economical context.
Identify events or conditions serving as an inspiration for various works of music.
Demonstrate an open-minded attitude toward listening to and performing many types of music.
Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries (with ever-increasing sophistication).
Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).
Experience music of various historic eras and artists, with regard to cultural and historical significance.
Classify a varied body of exemplary music works (by genre, style, historical period and possibly composer) and explain the characteristics that cause each work to be considered exemplary.

Vocabulary: reinforce 6th grade vocabulary.

7th and 8th Grade Strings, Band, and Orchestra

Students must have 1 year of related experience or matching skills to play in group. Students will focus on scale studies, notes, rhythm, dynamics, articulation, tone quality, intonation, alternate fingerings. Students will learn music history and theory using the Standard of Excellence books. Students will perform standard literature at an appropriate ability level. Students will be given opportunities for other activities such as field trips, playing at public events, and solo and ensemble festivals.

Aesthetics and Arts Criticism

Aurally and visually identify and/or demonstrate the elements of music in examples representing diverse genres and cultures. (Elements include, but are not limited to: pitch, harmony, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; intervals; chords; harmonic progressions).

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop the ability to describe music and parts of music using appropriate vocabulary and terminology with words and/or gestures.

Compare and contrast elements of music within different works of music.

State preferences for works of music and reasons for preferences based on key artistic elements and principles used in producing music.

Understand and use criteria for judging a work of music. (The criteria should include students being able to evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate to the style of music and offer constructive suggestions for improvements).

Listen to and access varying qualities of performances.

Use music to explore cross-curricular connections.

Compare in two or more art forms, how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

Recognize sounds with messages (code songs, program music.)

Recognize subtleties in communication (through body language, gesture, tone, inflection, and volume).

Create, Present and Perform Art

Create, present, and/or perform a work of music, using experience, imagination, artistic methods, technical skills, and composition to achieve desired effect.

Perform with at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, and good breath, bow, or stick control.

Perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument, a repertoire of instrumental literature with a moderate level of difficulty.

Perform music representing diverse genres and cultures with expression appropriate for the work being performed.

Explain how music-related sound is produced and transmitted.

Read, write, compose, and interpret musical elements.

Participate in solo, ensemble, and group performances.
Practice outside of class using proper techniques.
Communicate, verbally and in writing, about one's own music.
Develop ability to describe music with increasingly precise musical terminology.
Improvise simple harmonic accompaniments.
Improvise melodic embellishments and simple rhythmic and melodic variation on given pentatonic melodies and melodies in major keys.
Improvise short melodies,(unaccompanied and over given rhythmic accompaniments), each in a consistent style, meter, and tonality.
Compose and arrange music with specific guideline, demonstrating how elements of music are used to achieve unity and variety, tension and release, and balance.
Arrange simple pieces for instruments other than those for which the pieces were written.
Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.
Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and all breve meter signatures.
Be exposed to irregular meters.
Read simple melodies in the appropriate clef. Identify and define standard notation to record own and other's musical ideas.
Sight-read, accurately and expressively, music with a moderate level of difficulty.
Provide physical and psychological safety including rules, protocols, and procedures for safe and responsible use of materials, tools, equipment and space.

Historical and Cultural Perspectives

Describe and explain distinguishing features of works of music and their historical and cultural contexts.
Discuss and compare works of music from different time periods and cultures emphasizing their historical context.
Identify from a performance or recording the titles and composers of well-known examples of music.
Recognize the use of music as an avenue of communication leading to a better understanding of cultures, people, and nations.
Identify events or conditions serving as an inspiration for various works of music.
Explain the similarities of emotional response to varying types of music, and the history behind the response.
Interpret music through cultural or socio-economical context.
Identify events or conditions serving as an inspiration for various works of music.
Demonstrate an open-minded attitude towards listening to and performing many types of music.
Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries (with ever-increasing sophistication).
Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).

Classify a varied body of exemplary music works (by genre, style, historical period and possibly composer) and explain the characteristics that cause each work to be considered exemplary.

Vocabulary: reinforce 6th grade vocabulary.

9th-12th grade Vocal and General Music

Aesthetics and Arts Criticism

Analyze aural examples of a varied repertoire of music, representing diverse cultures and genres, by describing the uses of elements of music and expressive devices. (Elements include but are not limited to: pitch, harmony, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; intervals; chords; harmonic progressions; notation; principles of music: repetition, contrast, expression, structure).

Communicate orally and in writing personal preferences for works of music, giving rationale for preferences based on key technical elements and principles (e.g. “I do not like this piece of music because it seems dissonant and has an irritating rhythm.”). Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop ability to describe music (and parts of music) using appropriate vocabulary and terminology with words and/or gestures. Demonstrate extensive knowledge of the technical vocabulary of music.

Develop the skills to be an active performer and informed listener (e.g. performance practices, form, genre).

Develop and understand the expressive qualities of music including mood and message.

Demonstrate a sense of accomplishment in and a commitment to quality performance. Compare and contrast elements of music within different works of music.

Be able to evolve specific criteria from making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply criteria in personal participation in music.

Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Identify and explain compositional devices and techniques used to provide unity and variety and tension-release in a musical work. Give examples of other works that make similar uses of these devices and techniques.

Use music to explore cross-curricular connections.

Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts media and cite examples.

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Demonstrate the ability to perceive and remember music events.

Compare ways in which musical materials are used in a given example, relative to ways in which they are used in other works of the same genre or style.

Analyze and describe uses of the elements of music in a given work which make it unique, interesting, and expressive.

Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Recognize sounds with messages (code songs, program music.)

Recognize subtleties in communication (through body language, gesture, tone, inflection, and volume.)

Distinguish subtleties among sounds (such as instrumentation, tempo, dynamics, vocal timbre, and mood.)

Demonstrate extensive knowledge of the technical vocabulary of music.

Identify and explain compositional devices and techniques used to provide unity and variety, tension and release in musical works, and give examples of other works that make similar uses of these devices and techniques.

Create, Present and Perform Art

Create, present, and/or perform a work of music, selecting and applying artistic elements, imagination, personal experience, and technical skills to achieve desired effect.

Communicate verbally, and in writing, about one's own performance.

Explain how music-related sound is produced and transmitted.

Select and use different music elements of pitch, rhythm, tempo, timbre, tone posture, and breath control alone or to produce small and large choral music.

Sing with expression and technical accuracy a large and varied repertoire of music,(with a level of difficulty of 4, on a scale of 1 through 6, including some songs performed from memory.)

Sing music representing diverse genres and cultures, with expression appropriate for the work performed.

Sing music written in four parts (with and without an accompaniment).

Demonstrate well-developed ensemble skills.

Read, write, compose, and interpret musical notations (e.g. variety of meters, both treble and bass clefs, standard symbols referring to dynamics, tempo, and articulation).

Participate in solo, ensemble, and group performances.

In groups blend vocal timbre, match dynamics, and respond to conductor's cues.

Experiment with the elements of music through a variety of creative activities,(including movement, singing, playing instruments, improvisation, and composition).

Improvise stylistically appropriate harmonic accompaniments.

Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Improvise original melodies, (unaccompanied and over given chord progressions), each in a consistent style, meter, and tonality.

Compose music in several different styles, demonstrating creativity in using the elements of music for expressive effect.

Arrange pieces for voices other than those for which the pieces were written, in ways that enhance the expressive effect of the music.

Demonstrate ability to read a vocal score of up to four staves by describing how the elements of music are used.

For students who participate in choral ensemble or class, be able to accurately and expressively sight-read music with a level of difficulty of 3 on a scale of 1 through 6.

Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and all breve meter signatures.

Be exposed to irregular meters.

Interpret nonstandard notation symbols used by some 20th century composers.

Read simple melodies in the appropriate clef.

Identify and define standard notation to record own and other's musical ideas.

Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Historical and Cultural Perspectives

Describe and explain distinguishing features of works of music and their historical and cultural contexts.

Discuss and compare works of music from different time periods and cultures emphasizing their historical context.

Sing, play, listen, and move to American music and music of other cultures.

Identify (from a performance or recording) the titles and composers of well-known examples of music.

Recognize the use of music as an avenue of communication, which may lead to a better understanding of cultures, people, and nations.

Explain the similarities of emotional response to varying types of music, and the history behind the response.

Interpret music through cultural or socio-economical context.

Identify events or conditions serving as an inspiration for various works of music.

Demonstrate an open-minded attitude toward listening to and performing many types of music.

Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries (with ever-increasing sophistication).

Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).

Experience music of various historic eras and artists with regard to cultural and historical significance.

Classify, by genre or style, and by historical period or culture, unfamiliar but representative aural examples of music. Explain the reasoning behind classifications.

Identify sources of American Music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Compare characteristics of two or more art forms, within a particular historical period or style and cite examples from various cultures.

Identify and explain the stylistic features of a given musical work that serve to define its cultural context.

Identify and describe musical genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Compare characteristics of two or more arts within a particular historical period or style, and cite examples.

Vocabulary: reinforce 6th, 7th, and 8th grade vocabulary; tone quality, vocal balance, ensemble and section balance, phrasing, dynamics, contrast, style, precision, diction, articulation, facility, interpretation, expression, sensitivity, quality of sound, technique, musicality, jazz terms: head, bridge, ABA form; Composition specific terms: A theme, B theme, Coda, endings, etc., form, chords—major and minor, dominant 7th; melody, counterpoint, inversion, retrograde, clefs, theme and variations, sonata form, rondo form.

9th-12th Grades Strings, Band, and Orchestra

Students must have 1 year of related experience or matching skills to play in group. Students will focus on scale studies, notes, rhythm, dynamics, articulation, tone quality, intonation, alternate fingerings.

Students will learn music history and theory using the Standard of Excellence books.

Students will perform standard literature at an appropriate ability level.

Students will be given opportunities for other activities such as field trips, playing at public events, and solo and ensemble festivals.

Aesthetics and Arts Criticism

Analyze aural examples of a varied repertoire of music, representing diverse cultures and genres, by describing the uses of elements of music and expressive devices. (Elements include but are not limited to: pitch, harmony, tonality; rhythm, tempo, beat, meter; dynamics; timbre; texture; form, style; notation; intervals; chords; harmonic progressions).

Recognize and describe how technical, organizational, and aesthetic elements contribute to the ideas, emotions, and overall impact communicated by works of music.

Develop ability to describe music and parts of music using appropriate vocabulary and terminology with words and/or gestures.

Compare and contrast elements of music within different works of music.

State preferences for works of music and reasons for preferences, based on key artistic elements and principles used in producing music.

Be able to evolve specific criteria from making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, and apply criteria in personal participation in music.

Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Listen to and access varying qualities of performances.

Identify and explain compositional devices and techniques used to provide unity and variety and tension-release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

Use music to explore cross-curricular connections.

Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Demonstrate the ability to perceive and remember music events.

Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.

Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotion.

Recognize sounds with messages—code songs, program music.

Recognize subtleties in communication through body language, gesture, tone, inflection, and volume.

Demonstrate extensive knowledge of the technical vocabulary of music.

Identify and explain compositional devices and techniques used to provide unity and variety, tension and release in musical works and give examples of other works that make similar uses of these devices and techniques.

Create, Present and Perform Art

Create, present, and/or perform a work of music, using experience, imagination, artistic methods, technical skills, and composition to achieve desired effect.

Perform with at least one instrument accurately and independently, (alone and in small and large ensembles, with good posture, and good breath, bow, or stick control.)

Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Perform a solo with piano accompaniment at appropriate level of difficulty.

Perform with expression and technical accuracy(on at least one string, wind, percussion, or classroom instrument,) a large and varied repertoire of instrumental literature with a level of difficulty of 4 on a scale of 1 through 6.

Perform music representing diverse genres and cultures with expression appropriate for the work being performed.

Explain how music-related sound is produced and transmitted.

Read, write, compose, and interpret musical elements.

Participate in solo, ensemble, and group performances.

Practice outside of class using proper techniques.

Communicate, verbally and in writing, about one's own music.

Develop the ability to describe music with increasingly precise musical terminology.

Improvise stylistically appropriate harmonic accompaniments.

Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

Improvise original melodies,(unaccompanied and over given chord progressions,) each in a consistent style, meter, and tonality.

Compose music in several different styles, demonstrating creativity in using the elements of music for expressive effect.

Arrange pieces for instruments other than those for which the pieces were written, in ways that enhance the expressive effect of the music.

Compose and arrange music for various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.

Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Demonstrate ability to read an instrumental score of up to four staves by describing how the elements of music are used.

Sight-read accurately and expressively music with a level of difficulty of 3 on a scale of 1 through 6.

Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and all breve meter signatures.

Be exposed to irregular meters.

Interpret nonstandard notation symbols used by some 20th century composers.

Read simple melodies in the appropriate clef.

Identify and define standard notation to record own and other's musical ideas.

Sight-read, accurately and expressively, music with a moderate level of difficulty.

Provide physical and psychological safety including rules, protocols, and procedures for safe and responsible use of materials, tools, equipment and space.

Historical Perspectives

Describe and explain distinguishing features of works of music and their historical and cultural contexts.

Discuss and compare works of music from different time periods and cultures, emphasizing their historical context.

Identify(from a performance or recording) the titles and composers of well-known examples of music.

Recognize the use of music as an avenue of communication, which may lead to a better understanding of cultures, people, and nations.

Identify events or conditions serving as an inspiration for various works of music.

Explain the similarities of emotional response to varying types of music and the history behind the response.

Interpret music through cultural or socio-economical context.

Identify events or conditions serving as an inspiration for various works of music.

Demonstrate an open-minded attitude towards listening to and performing many types of music.

Recognize and identify an ever-increasing variety of music of different cultures, including ethnic music of the United States and other countries (with ever-increasing sophistication).

Develop an awareness of musical opportunities in society (e.g. conductor, composer, arranger, technicians, multimedia, sound engineer, etc.).

Classify, by genre or style, and by historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning behind classifications.

Identify sources of American Music genres, trace the evolution of those genres, and cite well-known musicians associated with them.

Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Compare characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures.

Identify and describe musical genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Vocabulary: same as for vocal and general music education.

Wind Ensemble:

Study standard literature according to ability level, encompassing scale studies, intonation and tone quality exercises, and rhythm exercises.

Concert Band:

Study standard literature according to ability level, encompassing scale studies, intonation and tone quality exercises, and rhythm exercises.

Freshman Band:

Perform scale studies [all major and minor], rhythm exercises, and intonation and tone quality exercises.

Use Standards of Excellence Book 3 for enrichment in skills, history and music theory.

Perform standard literature according to ability level.

Jazz Band

Stage Band

Be able to review performance and evaluate technical and aesthetic criteria.

Use a variety of media to communicate thoughts and ideas.

Demonstrate proper care and hygiene of instrument.

Make video of performance that demonstrates competency and purpose.

Use diverse media (dance, musical scores, sound effects, etc.) to express a single idea.

Verbally analyze organizational and aesthetic devices used in composition and describe how these devices enhance the overall effect.

Discuss and describe music characteristics (pros and cons). List elements and principles and describe their impact.

State preferences, and support them using educated descriptions of pieces and proper terminology.

Discuss techniques and devices that make pieces similar or dissimilar based on culture and era.

Compare and contrast two works of very different styles.

Study and review music and style in several eras. Compare and contrast.

Explore and evaluate work by various composers. Analyze techniques and evaluate impact.

Compare own work to the work of others. Explain similarities and defend differences.

Explore and practice works containing artistic and technical elements that convey meaning.

Perform works, then reflect on and evaluate overall artistic quality and impact.