

# MUSIC



**2010**

**GRADED COURSE OF STUDY**

**Ashland, Holmes, and Wayne Counties**

**Tri-County Educational Service Center**





**Tri-County Educational Service Center  
Governing Board**

**Music Course of Study Approval**

This Tri-County Schools Music Course of Study (Gr. K-12) has been reviewed by all members of the Tri-County Educational Service Center Governing Board. The Governing Board President's signature indicates approval of this Tri-County Music Course of Study as meeting the requirements of Section 3313.60 of the Ohio Revised Code. Its content is consistent with the curricular requirements as stated in the Ohio Department of Education's operating standards, effective February 2001, with the curricular requirements of Senate Bill 1, effective September 12, 2001, and with the Ohio Department of Education's Music Content Standards adopted by the Ohio State Board of Education in December 2001, effective January 2002.

First Reading Date: October 12, 2010

Second Reading Date: November 11, 2010

Approval Date: November 11, 2010

Signature: *Janice Guinn*  
President, Tri-County ESC Governing Board



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## INTRODUCTION

This course of study is based upon *Ohio's K-12 Fine Arts Academic Content Standards* approved by the State Board of Education on December 9, 2003 and published by the Ohio Department of Education.

This course of study provides a framework for curriculum construction that aligns with the state standards, benchmarks and grade level indicators at all levels. It provides criteria by which the teacher may assess where students are in terms of arts learning and by which the teacher may evaluate the effectiveness of teaching and learning over varying spans of time.

This course of study is not a how-to-do, day-by-day prescription for teaching. It is not a statement of all that is to be learned or experienced in any music classroom. It does not embrace any single learning or instructional theory. It does not subscribe to any specific methodology or restrict the teacher in any way. If anything, it promotes an eclectic philosophy of teaching and learning so that the teacher may utilize any and every teaching tool and resource available.

A committee of teachers representing the school districts within the Tri-County Educational Service Center school system revised the 2005 Tri-County Music Graded Course of Study to prepare this course of study. Considerable time and effort was expended by the committee in evaluating specialized topics within the music curriculum as well as the general areas included in the teaching of music.

It is hoped that the course of study is flexible enough to be utilized as needed by the individual school districts and teachers. School size and resources, community need and student interest will influence how an individual school or school system implements a comprehensive music program.

## MUSIC COURSE OF STUDY COMMITTEE

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Black River EC Middle School  
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## RECOMMENDED MUSIC TEXTBOOKS

Title	Publisher	Copyright Date
Spotlight on Music	Macmillan/McGraw-Hill	© 2008
Kindergarten and Big Book		
Grade 1 and Big Book		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Making Music	Silver-Burdett/Pearson Education, Inc.	© 2008
Kindergarten and Big Book		
Grade 1 and Big Book		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Experiencing Choral Music	Glencoe/McGraw-Hill	© 2005
Middle School Choral		
High School Choral		
Music! It's Role and Importance in Our Lives	Glencoe/McGraw-Hill	© 2006
High School General Music		
Sight Singing Complete, 7 <sup>th</sup> edit.	McGraw-Hill	© 2007
American Popular Music, 3 <sup>rd</sup> edit	McGraw-Hill	© 2009
Music in Theory and Practice	McGraw-Hill	© 2009
Volume 1 & 2		
Music an Appreciation	McGraw-Hill	© 2008

## PHILOSOPHY OF ARTS EDUCATION

We believe that arts education including dance, drama/theatre, music and visual art is essential to the basic education of all students in Tri-County Educational Service Center schools because:

A comprehensive and sequential arts education means that students will:

- ◆ **THE ARTS** represent the most telling imprint of any civilization and serve as records of history, expressions and beliefs;
- ◆ **THE ARTS** are basic symbol systems which people use to create, communicate, express and acquire understanding;
- ◆ **THE ARTS** represent forms of thinking and ways of knowing by participation in the world through cognitive and sensory experiences;
- ◆ **THE ARTS** embody the deepest expression of humanity;
- ◆ **THE ARTS** permeate all facets of daily life, education, community and work.
- ◆ Understand the role of the arts in people's lives and appreciate the artistic achievements of various cultures and societies, past and present;
- ◆ Communicate through the arts and develop capacity to perceive, think creatively and critically, and problem solve;
- ◆ Respond to the aesthetic, expressive and emotional qualities of the arts;
- ◆ Understand why people value the arts and formulate their arts philosophy;
- ◆ Understand the connections among the arts, other academic disciplines and life experiences.

## **OHIO'S K-12 FINE ARTS ACADEMIC CONTENT STANDARDS TRI-COUNTY COMPREHENSIVE ARTS GRADED COURSE OF STUDY**

Ohio's fine arts academic content standards provide clear, rigorous expectations for all students in kindergarten through 12<sup>th</sup> grade. The study of fine arts is important to the basic education of all students. The intent of the fine arts standards and the local *Tri-County Comprehensive Music Graded Course of Study* is to ensure that students experience, understand and value the arts in their everyday lives as contributing citizens of a diverse society. The fine arts standards encourage meaningful connections to concepts and topics studied in other content areas without compromising the integrity of each arts discipline. These standards are an integral component of an aligned educational system that includes the arts as one of the core subjects named in the Elementary and Secondary Education Act: No Child Left Behind Act.

The fine arts standards represent what all students should know and be able to do as they progress through a comprehensive, sequential arts education program. The standards for the fine arts are:

Content Standards:	Historical, Cultural and Social Contexts Creative Expression and Communication Analyzing and Responding Valuing the Arts/Aesthetic Reflection Connections, Relationships and Applications
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The five standards are interrelated and should be viewed holistically – each standard contributing to a comprehensive arts education. The standards address the essential knowledge and skills in the arts that students can use to express themselves and communicate with others. Learning in the arts encourages the development of cognitive and creative abilities that help students achieve academically and contribute to their communities. Also, learning in the arts forges connections between and among core themes and topics common to all disciplines.

Success in meeting the expectations of the fine arts standards depends on students' opportunities to receive instruction on a regular basis and to engage actively in artistic processes - responding to, creating and performing works of art. They should be able to produce and practice an arts discipline in a supportive environment that is conducive to providing individual and group experiences.

By the end of 12<sup>th</sup> grade, all students should experience the fine arts: dance, drama/theatre, music and visual art; study at least one art form in depth; understand the arts as a means of expression; and be prepared to use their arts knowledge and skills throughout their lives.

By providing high quality, comprehensive music education experiences for students in grades K through 12, the Music Course of Study Committee is committed to developing well-rounded learners who:

- Are creative and innovative thinkers (*\*creativity and innovation*)
- Understand historic periods of music related to a broader historic perspective
- Develop life-long appreciation for music
- Are aware of career opportunities in music
- Use music processes as tools for problem-solving and critical thinking (*\*critical thinking and problem-solving*)
- See music as an opportunity for leisure time activity (*\*initiative and self-direction*)
- Understand the role of music in various cultures (*\*global awareness*)
- Appreciate how music is encountered in our everyday world (*\*financial, economic and business entrepreneurial literacy*)
- Understand basic music vocabulary (*\*literacy*)
- Are consumers and creators/performers of music (*\*productivity and accountability*)
- Understand the interrelatedness of the arts and life (*\*flexibility and adaptability*)
- See music as an opportunity for individual expression (*\*communication*)
- Work cooperatively and collaboratively (*\*collaboration*)
- Exhibit self-awareness and good self-esteem (*\*leadership and responsibility*)
- Have the ability to evaluate music style and form
- Advocate for the arts (*\*information, communications, and technology*)
- Sees connections among the music and other academic disciplines (*\*social and cross-curricular skills*)
- Have developed multiple ways of assessing learning.

\* Through the study of music there are many opportunities for students to develop 21<sup>st</sup> century skills.

## MUSIC

Music is experienced in a variety of ways: through singing, playing an instrument, listening and movement. Throughout recorded time, music has been intrinsic to humanity, serving as a means for expression and communication. Every culture has engaged music. It is used to document events both formally and informally. It illuminates human existence, identity and purpose. It speaks to one internally. Musical expression strikes a balance between the imaginative and the emotional. It challenges and comforts, excites and calms. The music content standards include not only the performance and creation of music but encourage students: to examine the relationship of music to history and culture, to develop skills in analysis, to reflect aesthetically in order to articulate a personal music philosophy, and to make connections to the other arts and content areas.

Since the beginning of public school education, music study has been a part of the school curricula usually taught by a music specialist. At the elementary level, in addition to music classroom instruction, other subject content areas can embrace music study. This inclusion furthers the connection between music and learning in other content areas. At the secondary level, the skills in the music standards should be addressed through elective courses that include music performance and academic music study such as music theory, criticism and music history/appreciation.

The following terms and definitions are used in this Course of Study:

**Standard:** An overarching goal or theme. A standard describes, in broad terms, what students should know and be able to do as a result of a comprehensive program of study.

**Organizer:** A systematic way of putting together or arranging the information. The organizers are the major topics or themes for the particular standard.

**Benchmark:** A clear statement of what students should know and be able to do at a specific time in their schooling. Benchmarks measure students' progress toward meeting the standard. In the arts, benchmarks occur at the end of grades four, eight and twelve.

**Grade-Level Indicator:** A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade. These indicators serve as checkpoints that monitor progress toward the benchmarks.

## MUSIC CONTENT STANDARDS

<b>HISTORICAL, CULTURAL AND SOCIAL CONTEXTS</b>	
<p>Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social, and political forces that have influenced the function and role of music in the lives of people.</p>	<p>Organizers:</p> <ul style="list-style-type: none"> <li>• Music Form</li> <li>• Music Styles</li> <li>• Historical Periods</li> <li>• Identifying Specific Composers/Works</li> <li>• Understanding Influences – Music and Society (social, cultural, political)</li> </ul>
<b>CREATIVE EXPRESSION AND COMMUNICATION</b>	
<p>Students sing, play instruments, improvise, compose, read and notate music</p>	<p>Organizers:</p> <ul style="list-style-type: none"> <li>• Singing and Playing Instruments</li> <li>• Improvising and Composing</li> <li>• Reading and Notating</li> </ul>
<b>ANALYZING AND RESPONDING</b>	
<p>Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.</p>	<p>Organizers:</p> <ul style="list-style-type: none"> <li>• Describe (vocabulary) the Elements of Music (melody, harmony, rhythm, form, texture)</li> <li>• Analyze Form (style in a piece of music)</li> <li>• Evaluate (based on criteria)</li> </ul>
<b>VALUING MUSIC / AESTHETIC REFLECTION</b>	
<p>Students demonstrate an understanding of reasons why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.</p>	<p>Organizers:</p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Derive Meaning</li> <li>• Making Informed Judgments</li> </ul>
<b>CONNECTIONS, RELATIONSHIPS AND APPLICATIONS</b>	
<p>Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.</p>	<p>Organizers:</p> <ul style="list-style-type: none"> <li>• Making Connections Between Music and the Other Arts</li> <li>• Making Connections Between Music and Disciplines Outside the Arts</li> <li>• Relationships Between Music and Culture</li> <li>• Careers and Career-Related Skills</li> </ul>

# GENERAL MUSIC







## GENERAL MUSIC

Children in the early grades are active learners who make music by singing and playing instruments. When they listen to music, they respond naturally through movement, vocalization, and instrumental exploration. Music teachers facilitate the creation of free movement, melodic exploration, and instrumental improvisation with differentiated activities based on student needs. Through these activities, children learn to read notation and use music vocabulary to discuss the music they hear. Elementary school music programs contribute to the musical growth of children by nurturing their musical interest and abilities, broadening their musical horizons, and enriching their knowledge about music.<sup>1</sup>

It is essential that children participate in the following activities in order to provide quality music education: developing the voice and improving singing, using creative movement, listening and responding to music, playing classroom instruments, developing music concepts and vocabulary (e.g. reading and notating music), exploring and appreciating world music and cultures, and using technology to enhance music instruction (e.g., computer assisted instruction – software; piano keyboards).

Responding to music and reflecting upon it are important skills, and they encourage students to value and respect music and their participation in it.<sup>2</sup> Through participation in live performances, students develop self-esteem, pride in their musical accomplishments, and a sense of community. Music education is unique in that it encompasses all academic content areas.

<sup>1</sup> Strategies for Teaching K-4 General Music (Reston, VA; Music Educators National Conference, 1996), 1.

<sup>2</sup> Teaching General Music, A Course of Study (Reston, VA; Music Educators National Conference, 1991), 9.

## GENERAL MUSIC

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade Two</i>
<i>Music Form</i>	1. Identify and demonstrate same and different.	1. Identify and demonstrate echo and call/response.	1. Identify and demonstrate rounds/canons.
<i>Music Styles</i>	2. Sing songs representing their cultures.	2. Sing songs representing their cultures.	2. Identify and describe contrasting music styles (e.g., marches and lullabies).
<i>Historical Periods</i>	3. Sing, listen and move to music from various historical periods.	3. Sing, listen, and move to music from various historical periods.	3. Sing, listen, and move to music from historical periods.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen, and respond to music of different composers.	4. Identify, listen and respond to music of different composers.	4. Identify, listen, and respond to music of different composers.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).

Benchmarks

<i>Grade Three</i>	<i>Grade Four</i>	<i>By the end of the K-4 program, Students will:</i>
1. Identify and demonstrate AB form and verse/refrain form.	1. Identify and demonstrate partner songs and rondo form.	<p><b>A. Identify and demonstrate basic music forms.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written response</li> <li>• Visual: AB cards – students hold up</li> <li>• Movement: perform different movement for A, B</li> <li>• Verbal reflections</li> </ul> <p><b>B. Identify and respond to music of historical and cultural origins.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written response</li> <li>• Visual – hand signals/cards</li> <li>• Movement</li> <li>• Verbal reflections</li> </ul> <p><b>C. Recognize the interaction of people in music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Class discussion</li> <li>• Verbal reflection</li> </ul>
2. Sing, listen, and move to music from world cultures.	2. Sing and move to music from world cultures.	
3. Discuss the purpose of music from selected historical periods.	3. Discuss the life and times of composers from various historical periods. (ex., <i>4th grade Symphony Orchestra Concert</i> )	
4. Identify, listen, and respond to music of different composers.	4. Identify, listen, and respond to music of different composers. (ex., <i>4th grade Symphony Orchestra Concert</i> )	
5. Recognize and describe ways in which music serves as an expression in various cultures (e.g., weddings, funerals).	5. Recognize and describe ways in which music serves as an expression of regional cultures (e.g., weddings, funerals).	

## GENERAL MUSIC

Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade Two</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs maintaining a steady beat.</li> <li>2. Use the head voice to produce a light, clear sound.</li> <li>3. Play alone and with others on a variety of classroom instruments with proper technique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate rhythm and developing accurate pitch.</li> <li>2. Use the head voice to produce a light clear sound.</li> <li>3. Play alone and with others on a variety of classroom instruments with proper technique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate pitch and rhythm.</li> <li>2. Use the head voice to produce a light, clear sound with appropriate posture.</li> <li>3. Play alone and with others on a variety of classroom instruments with proper techniques.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>4. Improvise movement to songs and recorded music.</li> </ol>	<ol style="list-style-type: none"> <li>4. Improvise on selected lyrics (text) of known songs. (ex., make up a new verse – rhyming words)</li> </ol>	<ol style="list-style-type: none"> <li>4. Improvise and compose simple rhythmic and melodic phrases and ostinati.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>5. Use icons to represent the beat (e.g., symbols, stars, pictures)</li> </ol>	<ol style="list-style-type: none"> <li>5. Read, write and perform quarter notes, eighth notes, and quarter rests.</li> <li>6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege or letters).</li> </ol>	<ol style="list-style-type: none"> <li>5. Read, write, and perform using eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter.</li> <li>6. Read, write, and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, C-do using a system (e.g., solfege or letters).</li> </ol>

Benchmarks

<i>Grade Three</i>	<i>Grade Four</i>	<i>By the end of the K-4 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Sing alone and with others a varied repertoire of songs with accurate pitch and rhythm and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light clear sound with maintaining appropriate posture.</li> <li>3. Play alone and with others on a variety of classroom instruments with proper technique.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing alone and with others with accurate pitch and rhythm and appropriate expressive qualities.</li> <li>2. Use the head voice to produce a light, clear sound with employing breath support and maintaining appropriate posture.</li> <li>3. Play alone and with others on a variety of classroom instruments with proper technique.</li> </ol>	<p><b>A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance (concert, mini-program during school, small group performance, impromptu)</li> <li>• Teacher Observation Checklist (e.g., steady beat – check-off students who can do it independently)</li> <li>• Audio/Visual recordings</li> <li>• Composing – written document/written reflection</li> <li>• Rubric – matches pitch, demonstrates difference between talking/singing voice and posture.</li> </ul> <p><b>B. Read, write, improvise, and compose melodies and accompaniments.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance based (concert, mini-program during school, small group performance, impromptu)</li> <li>• Composing – written document/written reflection</li> <li>• Teacher Observation Checklist (student performs half-note, quarter note, eighth note reading cards, lines)</li> <li>• Written reflection – individual and group performance review, pair-share, small group discussion</li> <li>• Technology (SMART Boards)</li> <li>• Audio/Visual recordings</li> </ul>
<ol style="list-style-type: none"> <li>4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).</li> </ol>	<ol style="list-style-type: none"> <li>4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.</li> </ol>	
<ol style="list-style-type: none"> <li>5. Read, write, and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.</li> <li>6. Read, write, and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege or letters).</li> </ol>	<ol style="list-style-type: none"> <li>5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4, 4/4, and 6/8 meter),</li> <li>6. Read, write, and perform extended pentatonic melodies with high do, low la, and low sol [do'-la-sol-mi-re-do-la'-sol'] on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege or letters).</li> <li>7. Read, write, and perform melodies in treble clef.</li> </ol>	

## GENERAL MUSIC

### Content Standard: *Analyzing and Responding*

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade Two</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Identify the sources of a wide variety of sounds.</li> <li>2. Demonstrate contrasting elements of music (e.g., high/low; fast/slow; loud/soft; sound/silence; long/short; stop/start).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums).</li> <li>2. Identify and demonstrate contrasting elements of music (e.g., dynamics; loud/soft; rhythm;; fast/slow; melody: high/low).</li> <li>3. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).</li> <li>2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).</li> </ol>
<i>Analyze Form (Style in a Piece of Music)</i>	<ol style="list-style-type: none"> <li>3. Listen and respond to various music styles (e.g., march, lullaby).</li> </ol>	<ol style="list-style-type: none"> <li>4. Identify same/different phrases.</li> </ol>	<ol style="list-style-type: none"> <li>3. Identify and respond to the patterns of same and different phrases in simple poems and songs.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>4. Identify when an individual is performing.</li> </ol>	<ol style="list-style-type: none"> <li>5. Recognize and discuss individual and group performance.</li> </ol>	<ol style="list-style-type: none"> <li>4. Discuss individual and group music performance.</li> </ol>

Benchmarks

<i>Grade Three</i>	<i>Grade Four</i>	<i>By the end of the K-4 program, Students will:</i>						
<ol style="list-style-type: none"> <li>1. Identify the four families of orchestral instruments visually and aurally.</li> <li>2. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms. (e.g., quarter note, piano, forte).</li> <li>3. Identify how the elements of music communicate ideas or moods.</li> </ol>	<ol style="list-style-type: none"> <li>1. Classify instruments by the four families of the orchestra.</li> <li>2. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).</li> <li>3. Identify how elements of music communicate ideas or moods. (ex., <i>4th grade Children’s Symphony Concert</i>)</li> </ol>	<p><b>A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Written verbal response (worksheet “find the music symbols”)</li> <li>• Verbal reflection</li> </ul> <p><b>B. Identify the sounds of a variety of instruments including orchestra, band, and classroom instruments.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Listening – share by verbal or written response</li> <li>• Research – small group research on a musical instrument</li> <li>• Present/share newly acquired knowledge</li> <li>• Technology (SMART Boards)</li> <li>• Perception chart – listening chart</li> </ul> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>A</u></td> <td style="text-align: center;"><u>B</u></td> </tr> <tr> <td style="text-align: center;">crescendo</td> <td style="text-align: center;">decrescendo</td> </tr> <tr> <td style="text-align: center;">strings</td> <td style="text-align: center;">bass</td> </tr> </table>	<u>A</u>	<u>B</u>	crescendo	decrescendo	strings	bass
<u>A</u>	<u>B</u>							
crescendo	decrescendo							
strings	bass							
<ol style="list-style-type: none"> <li>4. Identify and respond to simple music forms (e.g., rondo, AB).</li> </ol>	<ol style="list-style-type: none"> <li>4. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).</li> <li>5. Describe the way sound is produced on various instruments and with the human voice.</li> </ol>	<p><b>C. Discuss and evaluate individual and group music performance.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written response to a performance – (ex., 4<sup>th</sup> grade Children’s Symphony Concert evaluation/reactions to the performance)</li> <li>• Written response to performance – self-evaluation</li> </ul>						
<ol style="list-style-type: none"> <li>5. Discuss and evaluate individual music performance.</li> </ol>	<ol style="list-style-type: none"> <li>6. Discuss and evaluate individual and group music performance.</li> </ol>							

## GENERAL MUSIC

### Content Standard: *Valuing Music / Aesthetic Reflection*

Students demonstrate an understanding of reasons why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade Two</i>
<i>Reflection</i>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically to a variety of age-appropriate music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically to a variety of age-appropriate music.</li> </ol>
<i>Derive Meaning</i>	<ol style="list-style-type: none"> <li>3. Identify, discuss, and respond to music written for specific purposes (e.g., holiday, march, lullaby).</li> <li>4. Listen and respond to various music styles (e.g., march, lullaby).</li> </ol>	<ol style="list-style-type: none"> <li>4. Identify, discuss, and respond to music written for specific purposes (e.g., holiday, march, lullaby).</li> </ol>	<ol style="list-style-type: none"> <li>4. Demonstrate how music communicates the meaning of text, feelings, moods, or images.</li> </ol>
<i>Making Informed Judgments</i>			



Benchmarks

<i>Grade Three</i>	<i>Grade Four</i>	<i>By the end of the K-4 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.</li> <li>3. Respond physically, emotionally, and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in developmentally appropriate music activities.</li> <li>2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.</li> <li>3. Respond physically, emotionally, and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.</li> </ol>	<p><b>A. Reflect on their own performances and the performances of others.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written response – self-evaluation</li> <li>• Verbal discussion – group evaluation</li> <li>• Peer critique</li> <li>• Rubric – self-evaluation</li> </ul> <p><b>B. Demonstrate audience behavior appropriate for the context and style of music performed.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation of students’ behavior</li> </ul>
<ol style="list-style-type: none"> <li>4. Demonstrate how music communicates the meaning of text, feelings, moods, or images.</li> </ol>	<ol style="list-style-type: none"> <li>4. Demonstrate how music communicates the meaning of text, feelings, moods, or images.</li> </ol>	<p><b>C. Demonstrate how music communicates the meaning of text, feelings, moods, or images and influences personal preferences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Draw a picture to reflect mood, images, feeling during a listening experience, and explain</li> <li>• Written/Verbal reflection – e.g., how students feel about a song/personal preference – discuss</li> <li>• Movement</li> </ul>
<ol style="list-style-type: none"> <li>5. Develop criteria for reflecting on their performances.</li> <li>6. Identify personal preferences for specific music selections.</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop criteria for reflecting on their performances and on the performances of others.</li> <li>6. Identify and describe personal preferences for specific music selections.</li> </ol>	

## GENERAL MUSIC

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade Two</i>
<i>Making Connections Between Music and Other Arts</i>	1. Use music and/or found sounds together with dance, drama, and visual art.	1. Use music and/or found sounds together with dance, drama, and visual art. 2. Identify similar terms (e.g., patterns, texture) in the arts.	1. Respond to music using dance, drama, visual art. 2. Recognize similarities and differences among the arts including music, dance, drama and visual art.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Observe connections between music experiences and another curricular subject (e.g., English language arts).	3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).	3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).
<i>Relationships Between Music and Culture</i>	3. Sing songs representing their cultures.	4. Identify various uses of music in their cultures.	4. Identify various uses of music in the United States.
<i>Careers and Career-Related Skills</i>	4. Identify a musician.	5. Recognize a musician.	5. Identify the role of a musician.

Benchmarks

<i>Grade Three</i>	<i>Grade Four</i>	<i>By the end of the K-4 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama, and visual art.</li> <li>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama, and visual art.</li> <li>2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.</li> </ol>	<p><b>A. Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Rubric for music and movement               <ul style="list-style-type: none"> <li>3 = creates and moves effectively</li> <li>2 = some movement</li> <li>1 = very little movement</li> <li>0 = no movement</li> </ul> </li> <li>• Written reflection</li> <li>• Verbal reflection</li> <li>• Present/share newly acquired knowledge</li> </ul> <p><b>B. Describe how music is used in various cultures in the United States.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflection</li> <li>• Verbal reflection</li> <li>• Present/share newly acquired knowledge (e.g., Cultural Music Fair [like a science fair])</li> </ul> <p><b>C. Identify and describe roles of musicians in various music settings.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Career Reports of Music Occupations</li> <li>• Verbal Response – Who am I? (conductor, clarinetist, music therapist, recording engineer)</li> </ul>
<ol style="list-style-type: none"> <li>3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.</li> </ol>	<ol style="list-style-type: none"> <li>3. Explain ways in which the basic principles and subject matter (e.g., topics, themes, lyrics) of music are interrelated with various disciplines outside the arts.</li> </ol>	
<ol style="list-style-type: none"> <li>4. Identify similarities and differences in music of the United States.</li> </ol>	<ol style="list-style-type: none"> <li>4. Identify similarities and differences in music of the United States and various cultures.</li> </ol>	
<ol style="list-style-type: none"> <li>5. Discuss that some people write music, direct music, and/or perform music as jobs.</li> </ol>	<ol style="list-style-type: none"> <li>5. Describe the roles of musicians in various music settings.</li> </ol>	

## GENERAL MUSIC

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Music Form</i>	1. Recognize, demonstrate, and identify theme and variations in music.	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations).
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.	2. Examine the chronological development of various music styles (e.g., opera, American Musical Theatre). ex., opera experience
<i>Historical Periods</i>	3. Research and identify music instruments from different historical periods and world cultures. 4. Recognize and discuss the influence of American history on the development of folk music.	3. Identify the major periods or genres in the development of world music history (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20 <sup>th</sup> Century).
<i>Identifying Specific Composers/Works</i>	5. Identify, listen, and respond to music of different composers.	4. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	6. Describe the conditions under which music is created and performed in various cultures.	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
1. Recognize, identify and demonstrate, form in world music (e.g., Western and non-Western) and popular music.	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	<p><b>A. Compare and contrast styles and forms of music from various historical periods.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Comparison with exemplary models</li> <li>• Written/Verbal Response</li> </ul> <p><b>B. Identify composers and classify them according to chronological historical periods.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Present/Share newly acquired knowledge (report on composer/music)</li> <li>• Charts/Lists</li> </ul> <p><b>C. Identify and demonstrate basic music forms.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Present/Share newly acquired knowledge</li> <li>• Written/Verbal Response</li> </ul>
2. Demonstrate how the elements of music are used to create various music styles.	2. Examine 20 <sup>th</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	
3. Identify representative music examples from music literature and respond to the style of the historical period of music.	3. Compare representative music examples from different historical time periods.	
4. Classify by composer and historical period a varied body of exemplary music works.	4. Compare and contrast selected composers and their works.	
5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.	5. Discuss how current developments in music reflect society in reference to themselves, their community, and the world around them.	

## GENERAL MUSIC

### Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments independently and with other contrasting parts.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing, and/or play, alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>4. Create short melodies on a pitched music instrument using traditional notation.</li> <li>5. Improvise melodies in a call-and-response setting.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create and notate music compositions using one or more parts.</li> <li>5. Improvise melodies over a given bass line.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythm patterns (in 2/4, 3/4, 4/4, and 6/8 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</li> <li>7. Read, write, and perform diatonic melodies with fa and ti and the major scale on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, or letters).</li> <li>8. Identify key signatures (C, G, F, B-flat, D).</li> </ol>	<ol style="list-style-type: none"> <li>6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4, and 6/8 meter.</li> <li>7. Identify whole steps and half steps in the major scales.</li> <li>8. Recognize basic key signatures (C, G, F, B-flat, D).</li> </ol>

Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<p><b>A. Perform a piece of music, independently or in group, with technical accuracy and expression.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance-based (concert, mini-program during school, small group performance, impromptu)</li> <li>• Audio/Visual recordings</li> <li>• Technology (White board)</li> </ul>
<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major scales.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major and minor scales.</li> </ol>	<p><b>B. Improvise or compose a short melody that includes key signature and meter signature with proper notations in treble or bass clef.</b></p>
<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major scales.</li> <li>8. Identify and use key signatures.</li> <li>9. Identify and/or notate the following concert major scales [i.e., Band: C, F, B-flat, E-flat, A-flat; Strings: A, D, G, C, F].</li> <li>10. Read and notate melodies in bass clef.</li> </ol>	<ol style="list-style-type: none"> <li>6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major and natural minor scales.</li> <li>8. Read and notate melodies in bass clef.</li> <li>9. Identify and/or notate the following concert pitch major scales (i.e., Band: C, F, B-flat, E-flat, A-flat; Strings: A, D, G, C, F).</li> </ol>	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Composing – written document/written reflection</li> </ul> <p><b>C. Identify and recognize</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist (e.g., check off students who can do it independently)</li> <li>• Written reflection</li> </ul>

## GENERAL MUSIC

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Identify selected electronic and world music instruments.</li> <li>2. Identify dynamics, tempo, meter, and tonality in various pieces of music aurally.</li> <li>3. Identify terms related to form (e.g., DC al Fine; DS dal segno; DS al Coda; repeat signs, first and second endings).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.</li> <li>2. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.</li> <li>3. Describe the principles of breathing techniques, good posture and tone production.</li> </ol>
<i>Analyze Form (Style in a Piece of Music)</i>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music using music vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music with more than one movement using the elements of music.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>5. Evaluate and describe individual and group performance.</li> <li>6. Differentiate between melody and harmony.</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</li> </ol>



Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Apply music vocabulary to describe a varied repertoire of music.</li> <li>2. Describe the use of meter and rhythm in the music of various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.</li> </ol>	<p><b>A. Describe and evaluate a piece of music using developed criteria based on the elements of music and music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written Reflection (selected response)</li> <li>• Comparisons with exemplary models</li> </ul>
<ol style="list-style-type: none"> <li>3. Analyze form identifying distinct sections of a larger music work.</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify components of larger music works (e.g., symphony, mass, concerto).</li> <li>3. Identify distinct sections in a larger music work aurally.</li> </ol>	<p><b>B. Analyze the structure of larger music works and the sections comprised within.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Charts/Lists</li> </ul>
<ol style="list-style-type: none"> <li>4. Apply detailed criteria for evaluating the quality and effectiveness of music performance and composition.</li> </ol>	<ol style="list-style-type: none"> <li>4. Use appropriate criteria to support personal preferences for specific music works.</li> </ol>	<p><b>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Written Reflection/response</li> <li>• Verbal Reflection</li> <li>• Present/Share newly acquired knowledge (e.g., group projects).</li> </ul>

## GENERAL MUSIC

### Content Standard: Valuing Music/Aesthetic Reflection

Students demonstrate an understanding of reasons why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Reflection</i>	<ol style="list-style-type: none"> <li>1. Describe audience etiquette associated with various music performance and settings.</li> <li>2. Identify and discuss the aesthetic qualities in the student's own performance and in the performance of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. View or attend and reflect on a variety of live music performances (ex., opera experience).</li> </ol>
<i>Derive Meaning</i>	<ol style="list-style-type: none"> <li>3. Demonstrate how music communicates meaning through text, feelings, moods, or images.</li> <li>4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.</li> </ol>	<ol style="list-style-type: none"> <li>3. Communicate ideas about the importance of music in everyday life.</li> <li>4. Describe the emotional connection to the musical experience.</li> </ol>
<i>Making Informed Judgments</i>	<ol style="list-style-type: none"> <li>5. Explain how expressive music elements determine the quality of a composition.</li> <li>6. Develop and apply criteria to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>5. Critique a variety of music performances.</li> </ol>

Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> </ol>	<p><b>A. Reflect on and describe how music performance and settings affects audience response.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Objective Critique</li> <li>• Portfolio</li> <li>• Rubric</li> </ul>
<ol style="list-style-type: none"> <li>3. Discuss how music preferences reflect people’s values.</li> </ol>	<ol style="list-style-type: none"> <li>3. Explain how and why people use and respond to music.</li> </ol>	<p><b>B. Reflect on why others may have different music preferences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Objective Critique</li> <li>• Portfolio</li> </ul>
<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<p><b>C. Justify one’s personal preference of music choice using music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal Reflection</li> <li>• Written Reflection</li> <li>• Portfolio</li> <li>• Essay (record in student personal “Music Journal”)</li> </ul>

## GENERAL MUSIC

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Making Connections Between Music and Other Arts</i>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</li> <li>3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways that music relates to other art forms using appropriate terminology.</li> <li>2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music; movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</li> <li>3. Integrate art forms into a well-organized music presentation.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>4. Describe how knowledge of music connects to learning in other subject areas.</li> </ol>	<ol style="list-style-type: none"> <li>4. Compare and contrast subject matter common to music and other subject areas.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>5. Discuss how culture influences music.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify different functions and uses of music in their own and other cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>6. Identify the specific skills needed to be a musician.</li> </ol>	<ol style="list-style-type: none"> <li>7. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role.</li> <li>8. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).</li> </ol>

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>2. Integrate art forms into a well-organized music presentation.</li> <li>3. Identify involvement in the arts as a listener, creator and performer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.</li> <li>2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.</li> </ol>	<p><b>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Charts/Lists</li> <li>• Written Response</li> <li>• Verbal Reflection</li> </ul>
<ol style="list-style-type: none"> <li>4. Describe ways in which technology is used in creating, performing and listening to music.</li> <li>5. Identify problem-solving and creative thinking skills used in music.</li> </ol>	<ol style="list-style-type: none"> <li>3. Apply technology in creating, performing and/or researching music.</li> <li>4. Use problem-solving and creative thinking skills experienced in other disciplines in music.</li> </ol>	<p><b>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Written Reflection/Response</li> <li>• Interdisciplinary thematic project</li> </ul>
<ol style="list-style-type: none"> <li>6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify various uses of music in their daily experiences.</li> <li>6. Describe characteristics that make their choice of music applicable to their daily experiences.</li> </ol>	<p><b>C. Identify various ways music affects their lives.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Written Reflection/Response</li> <li>• Interdisciplinary thematic project</li> </ul>
<ol style="list-style-type: none"> <li>7. Identify exemplary music role models and describe their activities and achievement in the music field.</li> </ol>	<ol style="list-style-type: none"> <li>7. Identify non-performing careers in music.</li> </ol>	<p><b>D. Identify various careers in music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Present/Share newly acquired knowledge (group project with research on a music career)</li> </ul>

## GENERAL MUSIC

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures, and historical periods.	2. Interpret various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Recognize and classify Western music literature by historical periods.	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Discuss and perform music literature from various composers.	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved.	5. Explain how technology has influenced the development of music over time.

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Identify and trace the development of music forms across historical periods.	1. Evaluate how music forms are influenced by history.	<p><b>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Checklist</li> <li>• Class Discussion</li> <li>• Performance-based</li> </ul> <p><b>B. Research and explain how music and composers both influence and are influenced by society and culture.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Class Discussion</li> <li>• Group projects</li> </ul>
2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.	2. Critique various music styles from the United States, other cultures, and historical periods.	
3. Compare and contrast the performance practices of music from various historical periods.	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.	
4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.	4. Demonstrate through performance the stylistic differences of various composers and their works.	
5. Explain how music reflects the political and social events of history.	5. Explain how music reflects the social events of history.	

## GENERAL MUSIC

### Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</li> <li>2. Demonstrate technical accuracy, appropriate tone quality, articulation, and expression for the work being performed with good posture and breath control.</li> <li>3. Respond appropriately to the cues of a conductor or section leader.</li> <li>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.</li> <li>5. Demonstrate sight-reading abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.</li> <li>2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.</li> <li>2. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.</li> <li>4. Demonstrate sight-reading abilities.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>6. Improvise over given chord progressions and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions and symbols.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>7. Identify and/or notate major scales: C, G, D, A, F, B-flat, E-flat.</li> <li>8. Read, perform, and/or notate a one-octave chromatic scale, ascending and descending.</li> <li>9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple, and compound meters.</li> <li>10. Define vocabulary in all rehearsed and performed music.</li> </ol>	<ol style="list-style-type: none"> <li>6. Identify and/or notate major scales and their relative minor forms: C, G, D, A, E, F, B-flat, E-flat, A-flat.</li> <li>7. Read and perform literature using the key signatures in Indicator 6 above.</li> <li>8. Read complex rhythms in mixed meter.</li> <li>9. Incorporate expressive symbols and terms when sight-reading.</li> <li>10. Interpret articulations, expressive symbols, and terms.</li> </ol>



Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.</li> <li>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</li> <li>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</li> <li>4. Sing or play a music composition incorporating all of the elements of music and demonstrating an understanding of music style and form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality.</li> <li>2. Sing or play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.</li> </ol>	<p><b>A. Sing and/or play independently or in ensembles, demonstrating technical and/stylistic accuracy and musical expressiveness with appropriate responses to a leader’s cues and gestures.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance-based</li> <li>• Student self-critique</li> <li>• Peer critique</li> </ul> <p><b>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance-based</li> <li>• Portfolio</li> </ul>
<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>3. Improvise over given chord progressions and symbols.</li> </ol>	
<ol style="list-style-type: none"> <li>6. Identify and/or notate major scales: C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat.</li> <li>7. Read and perform music literature in a wide variety of major and minor keys.</li> <li>8. Read and perform music literature that incorporates modal scales</li> <li>9. Identify homophonic and polyphonic texture.</li> <li>10. Interpret articulations, expressive symbols and terms when performing.</li> </ol>	<ol style="list-style-type: none"> <li>4. Sight-read major, minor and chromatic melodies.</li> <li>5. Identify and/or notate major scales and selected minor forms: C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat.</li> <li>6. Interpret music symbols and terms expressively when performing a varied repertoire of music.</li> </ol>	

## GENERAL MUSIC

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, hand position, embouchure, vocal placement).</li> <li>2. Describe basic terminology and symbols used in a varied repertoire of music.</li> <li>3. Compare how the elements of music are used in music examples of contrasting genre and/or culture.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.</li> <li>2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</li> </ol>
<i>Analyze Form (Style in a Piece of Music)</i>	<ol style="list-style-type: none"> <li>4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.</li> <li>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</li> </ol>	<ol style="list-style-type: none"> <li>3. Respond to conducting patterns and gestures to interpret selected pieces musically.</li> <li>4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>5. Evaluate the use of music in music examples of contrasting genres and/or cultures.</li> </ol>

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<p>1. Demonstrate extensive knowledge of the technical vocabulary of music.</p>	<p>1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music work.</p>	<p><b>A. Analyze and evaluate music selections based upon established criteria.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Student critique of music selections</li> </ul> <p><b>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</b></p>
<p>2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.</p> <p>3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.</p>	<p>2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.</p> <p>3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.</p>	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> </ul> <p><b>C. Analyze common harmonic progressions in selected repertoire aurally.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> </ul>
<p>5. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.</p>	<p>4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.</p>	<p><b>D. Apply appropriate established criteria to evaluate a variety of music performances.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> <li>• Student critique</li> <li>• Class discussion</li> </ul>

## GENERAL MUSIC

### Content Standard: *Valuing Music/Aesthetic Reflection*

Students demonstrate an understanding of reasons why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.	3. Defend choices of music works and performances based upon knowledge of music concepts.

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Critique their performances or compositions in terms of aesthetic qualities.	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.	<p><b>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal Reflection/Discussion</li> </ul> <p><b>B. Explain how people differ in their music preferences based on their personal experiences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal Reflection/Discussion</li> <li>• Essay</li> </ul> <p><b>C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music words both written and performed.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal Reflection/Discussion</li> <li>• Student critique</li> </ul>
2. Discuss how the purpose, meaning, and value of music works change because of the impact of life experiences. 3. Evaluate music works and performances using criteria for aesthetic qualities.	2. Form a personal philosophy about the purpose of music. 3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.	
4. Defend choices of music works and performances based upon knowledge of music concepts.	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.	

## GENERAL MUSIC

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Making Connections Between Music and Other Arts</i>	<ol style="list-style-type: none"> <li>1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.</li> <li>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theater, opera).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the creative process is used in similar and different ways in the arts.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>3. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>4. Explain the role of technology in creating, performing and listening to music.</li> <li>5. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>	<ol style="list-style-type: none"> <li>2. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>6. Describe the role of music and musicians in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use accurate music terminology to describe similarities and differences in music from various cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).</li> </ol>	<ol style="list-style-type: none"> <li>6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</li> </ol>

*Benchmark*

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.	1. Recognize aesthetic characteristics common to all art forms.	<p><b>A. Articulate similarities and differences between music, other content areas.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Journal</li> </ul>
2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	2. Apply the creative thinking and problem-solving skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	<p><b>B. Apply technology in creating performing, and/or researching music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Research Project</li> </ul> <p><b>C. Compare and contrast several cultures’ music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.</b></p>
5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.	5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Research Project</li> </ul> <p><b>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.</b></p>
6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Portfolio</li> <li>• Job shadowing</li> </ul>





# GENERAL MUSIC

CONTENT STANDARDS  
BENCHMARKS, INDICATORS and ORGANIZERS  
by Grade Level



## GENERAL MUSIC COURSE OF STUDY – Kindergarten

Organizers	CONTENT STANDARD/INDICATOR
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Identify and demonstrate same and different.
<i>Music Styles</i>	2. Sing songs representing their cultures.
<i>Historical Periods</i>	3. Sing, listen and move to music from various historical periods.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing alone and with others a varied repertoire of songs maintaining a steady beat.
	2. Use the head voice to produce a light, clear sound.
	3. Play alone and with others on a variety of classroom instruments with proper technique.
<i>Improvising and Composing</i>	4. Improvise movement to songs and recorded music.
<i>Reading and Notating</i>	5. Use icons to represent the beat (e.g., symbols, stars, pictures).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify the sources of a wide variety of sounds.
	2. Demonstrate contrasting elements of music (e.g., high/low, fast/slow, loud/soft, sound/silence, long/short, stop/start).
<i>Analyze Form (style in a piece of music)</i>	3. Listen and respond to various music styles (e.g., march, lullaby).
<i>Evaluate (based on criteria)</i>	4. Identify when an individual is performing.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Participate in developmentally appropriate music activities.
	2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
<i>Derive Meaning</i>	3. Identify, discuss, and respond to music written for specific purposes (e.g., holiday, march, lullaby).
	4. Listen and respond to various music styles (e.g., march, lullaby).
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Use music and/or found sounds together with dance, drama, and visual art.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Observe connections between music experiences and another curricular subject (e.g., English language arts).
<i>Relationships Between Music and Culture</i>	3. Sing songs representing their cultures.
<i>Careers and Career-Related Skills</i>	4. Identify a musician.

## GENERAL MUSIC COURSE OF STUDY – Grade One

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Identify and demonstrate echo and call/response.
<i>Music Styles</i>	2. Sing songs representing their cultures.
<i>Historical Periods</i>	3. Sing, listen and move to music from various historical periods.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing alone and with others a varied repertoire of songs with accurate rhythm and developing accurate pitch.
	2. Use the head voice to produce a light clear sound.
	3. Play alone and with others on a variety of classroom instruments with proper technique.
<i>Improvising and Composing</i>	4. Improvise on selected lyrics (text) of known songs - (ex., make up a new verse – rhyming words).
<i>Reading and Notation</i>	5. Read, write and perform quarter notes, eighth notes and quarter rests.
	6. Read, write and perform tritonic (la-sol-mi) melodies on the treble staff in G-do, F-do and C-do using a system (e.g., solfege or letters).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify classroom instruments (e.g., tambourine, maracas, rhythm sticks, triangle, woodblock, finger cymbals, drums).
	2. Identify and demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).
	3. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables, solfege).
<i>Analyze Form (Style in a Piece of Music)</i>	4. Identify same/different phrases.
<i>Evaluate (based on criteria)</i>	5. Recognize and discuss individual and group performance.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Participate in developmentally appropriate music activities.
	2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
	3. Respond physically to a variety of age-appropriate music.
<i>Derive Meaning</i>	4. Identify, discuss, and respond to music written for specific purposes (e.g., holiday, march, lullaby).
<i>Making Informed Judgments</i>	
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Use music and/or found sounds together with dance, drama and visual art.
	2. Identify similar terms (e.g., patterns, texture) in the arts.

**GENERAL MUSIC COURSE OF STUDY – Grade One**

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Connections, Relationships and Applications (continued)</b>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Recognize connections between music experiences and another curricular subject (e.g., English language arts).
<i>Relationships Between Music and Culture</i>	4. Identify various uses of music in their cultures.
<i>Careers and Career-Related Skills</i>	5. Recognize a musician.

## GENERAL MUSIC COURSE OF STUDY – Grade Two

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Identify and demonstrate rounds/canons.
<i>Music Styles</i>	2. Identify and describe contrasting music styles (e.g., marches and lullabies)
<i>Historical Periods</i>	3. Sing, listen and move to music from historical periods.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and describe how songs are used for a variety of occasions (e.g., birthday, holiday).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing alone and with others a varied repertoire of songs with accurate pitch and rhythm.
	2. Use the head voice to produce a light, clear sound with appropriate posture.
	3. Play alone and with others on a variety of classroom instruments with proper techniques.
<i>Improvising and Composing</i>	4. Improvise and compose simple rhythmic and melodic phrases and ostinati.
<i>Reading and Notating</i>	5. Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
	6. Read, write and perform pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, C-do using a system (e.g., solfege or letters).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify selected music instruments (e.g., flute, trumpet, guitar, violin, sitar, congas, bagpipes, synthesizer).
	2. Identify and demonstrate elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllable, solfege).
<i>Analyze Form (Style in a Piece of Music)</i>	3. Identify and respond to the patterns of same and different phrases in simple poems and songs.
<i>Evaluate (based on criteria)</i>	4. Discuss individual and group music performance.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Participate in developmentally appropriate music activities.
	2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
<i>Derive Meaning</i>	3. Demonstrate how music communicates the meaning of text, feelings, moods or images.
<i>Making Informed Judgments</i>	
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Respond to music using dance, drama, visual art.
	2. Recognize similarities and differences among the arts including music, dance, drama and visual art.

**GENERAL MUSIC COURSE OF STUDY – Grade Two**

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Connections, Relationships and Applications (continued)</b>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Identify and describe connections between music experiences and other curricular subjects (e.g., English language arts, mathematics and social studies).
<i>Relationships Between Music and Culture</i>	4. Identify various uses of music in the United States.
<i>Careers and Career-Related Skills</i>	5. Identify the role of a musician.

## GENERAL MUSIC COURSE OF STUDY – Grade Three

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Identify and demonstrate AB form and verse/refrain form.
<i>Music Styles</i>	2. Sing, listen and move to music from world cultures.
<i>Historical Periods</i>	3. Discuss the purpose of music from selected historical periods.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and describe ways in which music serves as an expression in various cultures (e.g., weddings, funeral).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing alone and with others a varied repertoire of songs with accurate pitch and rhythm and appropriate expressive qualities.
	2. Use the head voice to produce a light clear sound with maintaining appropriate posture.
	3. Play alone and with others on a variety of classroom instruments with proper technique.
<i>Improvising and Composing</i>	4. Improvise and compose simple rhythmic and melodic phrases and ostinati (e.g., compose a melody for a poem, question/answer).
<i>Reading and Notating</i>	5. Read, write and perform using sixteenth notes, eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
	6. Read, write and perform extended pentatonic melodies with high do (do'-la-sol-mi-re-do) on the treble staff in G-do, F-do and C-do using a system (e.g., solfege or letters).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify the four families of orchestral instruments visually and aurally.
	2. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms(e.g., quarter note, piano, forte).
	3. Identify how the elements of music communicate ideas or moods.
<i>Analyze Form (Style in a Piece of Music)</i>	4. Identify and respond to simple music forms (e.g., rondo, AB).
<i>Evaluate (based on criteria)</i>	5. Discuss and evaluate individual music performance.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Participate in developmentally appropriate music activities.
	2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of the music performed.
	3. Respond physically, emotionally, and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
<i>Derive Meaning</i>	4. Demonstrate how music communicates the meaning of text, feelings, moods or images.



**GENERAL MUSIC COURSE OF STUDY – Grade Three**

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection (continued)</b>
<i>Making Informed Judgments</i>	5. Develop criteria for reflecting on their performances. Identify personal preferences for specific music selections.
	6. Identify personal preferences for specific music selections.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Interpret music through dance, drama and visual art.
	2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Explain ways that the basic principles (e.g., elements of music) and subject matter (e.g., topics, themes, lyrics) of music are interrelated with disciplines outside the arts.
<i>Relationships Between Music and Culture</i>	4. Identify similarities and differences in music of the United States.
<i>Careers and Career-Related Skills</i>	5. Discuss that some people write music, direct music and/or perform music as jobs.

## GENERAL MUSIC COURSE OF STUDY – Grade Four

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Forms</i>	1. Identify and demonstrate partner songs and rondo form.
<i>Music Styles</i>	2. Sing and move to music from world cultures.
<i>Historical Periods</i>	3. Discuss the life and times of composers from various historical periods. (ex., 4 <sup>th</sup> grade <i>Symphony Orchestra Concert</i> )
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers. (ex., 4 <sup>th</sup> grade <i>Symphony Orchestra Concert</i> )
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and describe ways in which music serves as an expression of regional cultures (e.g., weddings, funerals).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing alone and with others with accurate pitch and rhythm and appropriate expressive qualities.
	2. Use the head voice to produce a light, clear sound with employing breath support and maintaining appropriate posture.
	3. Play alone and with others on a variety of classroom instruments with proper technique.
<i>Improvising and Composing</i>	4. Improvise and compose short compositions using a variety of classroom instruments and sound sources.
<i>Reading and Notating</i>	5. Read, write and perform using sixteenth through whole note values including a syncopated rhythm of eighth-quarter-eighth in 2/4, 3/4, 4/4, and 6/8 meter).
	6. Reading, write and perform extended pentatonic melodies with high-do, low la and low sol (do'-la-sol-mi-re-do-la'-sol') on the treble staff in G-do, F-do and C-do using a system (e.g., solfege or letters).
	7. Read, write and perform melodies in treble clef.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Classify instruments by the four families of the orchestra.
	2. Identify and demonstrate elements of music using developmentally appropriate vocabulary and music terms (e.g., quarter note, piano, forte).
	3. Identify how elements of music communicate ideas or moods (ex., 4 <sup>th</sup> grade <i>Children's Symphony Concert</i> ).
<i>Analyze Form (Style in a Piece of Music)</i>	4. Identify and respond to music forms (e.g., round, canon, partner songs, call-response).
	5. Describe the way sound is produced on various instruments and with the human voice.
<i>Evaluate (based on criteria)</i>	6. Discuss and evaluate individual and group music performance.

**GENERAL MUSIC COURSE OF STUDY – Grade Four**

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Participate in developmentally appropriate music activities.
	2. Attend or view live music performances and demonstrate audience behavior appropriate for the context and style of music performed.
	3. Respond physically, emotionally and/or intellectually (e.g., movement, written/oral description) to a variety of age-appropriate music.
<i>Derive Meaning</i>	4. Demonstrate how music communicates the meaning of text, feelings, moods or images.
<i>Making Informed Judgments</i>	5. Develop criteria for reflecting on their performances and on the performances of others.
	6. Identify and describe personal preferences for specific music selections.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Interpret music through dance, drama and visual art.
	2. Identify the use of similar elements (e.g., form, rhythm) in music and other art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Explain ways in which the basic principles and subject matter (e.g., topics, themes, lyrics) of music are interrelated with various disciplines outside the arts.
<i>Relationships Between Music and Culture</i>	4. Identify similarities and differences in music of the United States and various cultures.
<i>Careers and Career-Related Skills</i>	5. Describe the roles of musicians in various music settings.

## GENERAL MUSIC COURSE OF STUDY – Grade Four

<b><i>CONTENT STANDARD/BENCHMARKS (by the end of the K-4 Program)</i></b>
<b>Historical, Cultural and Social Contexts</b>
Students will <ul style="list-style-type: none"><li>A. Identify and demonstrate basic music forms.</li><li>B. Identify and respond to music of historical and cultural origins.</li><li>C. Recognize the interaction of people in music.</li></ul>
<b>Creative Expression and Communication</b>
Students will <ul style="list-style-type: none"><li>A. Sing and/or play instruments, alone and with others, demonstrating a variety of repertoire, using proper technique, accurate rhythm and pitch and appropriate expressive qualities.</li><li>B. Read, write, improvise and compose melodies and accompaniments.</li></ul>
<b>Analyzing and Responding</b>
Students will <ul style="list-style-type: none"><li>A. Identify and demonstrate elements of music using developmentally appropriate music vocabulary.</li><li>B. Identify the sounds of a variety of instruments including orchestra, band and classroom instruments.</li><li>C. Discuss and evaluate individual and group music performance.</li></ul>
<b>Valuing Music/Aesthetic Reflection</b>
Students will: <ul style="list-style-type: none"><li>A. Reflect on their own performances and the performances of others.</li><li>B. Demonstrate audience behavior appropriate for the context and style of music performed.</li><li>C. Demonstrate how music communicates the meaning of text, feelings, moods or images and influences personal preferences.</li></ul>
<b>Connections, Relationships and Applications</b>
Students will: <ul style="list-style-type: none"><li>A. Explain ways that music interrelated with other arts disciplines and with various disciplines outside the arts.</li><li>B. Describe how music is used in various cultures in the United States.</li><li>C. Identify and describe roles of musicians in various music settings.</li></ul>



## GENERAL MUSIC COURSE OF STUDY – Grade Five

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, demonstrate, and identify theme and variations in music.
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.
<i>Historical Periods</i>	3. Research and identify music instruments from different historical periods and world cultures.
	4. Recognize and discuss the influence of American history on the development of folk music.
<i>Identifying Specific Composers/Works</i>	5. Identify, listen, and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	6. Describe the conditions under which music is created and performed in various cultures.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments independently and with other contrasting parts.
	3. Respond appropriate to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create short melodies on a pitched music instrument using traditional notation.
	5. Improvise melodies in a call-and-response setting.
<i>Reading and Notating</i>	6. Read, write and perform rhythm patterns (in 2/4, 3/4, 4/4, and 6/8 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
	7. Read, write and perform diatonic melodies with <i>fa</i> and <i>ti</i> and the major scale on the treble staff in G-do, F-do and C-do using a system (e.g., solfege or letters).
	8. Identify key signatures (C, G, F, B-flat, D).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify selected electronic and world music instruments.
	2. Identify dynamics, tempo, meter and tonality in various pieces of music aurally.
	3. Identify terms related to form (e.g., DC al Fine; DS dal segno; DS al Coda; repeat signs, first and second endings).
<i>Analyze Form (Style in a Piece of Music)</i>	4. Analyze a piece of music using musical vocabulary.
<i>Evaluate (based on criteria)</i>	5. Evaluate and describe individual and group performance.
	6. Differentiate between melody and harmony.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe audience etiquette associated with various music performance and settings.
	2. Identify and discuss the aesthetic qualities in the student's own performance and in the performance of others.

## GENERAL MUSIC COURSE OF STUDY – Grade Five

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection (continued)</b>
<i>Derive Meaning</i>	3. Demonstrate how music communicates meaning through text, feelings, moods or images.
	4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.
<i>Making Informed Judgments</i>	5. Explain how expressive music elements determine the quality of a composition.
	6. Develop and apply criteria to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Interpret music through dance, drama and visual art.
	2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
	3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe how knowledge of music connects to learning in other subject areas.
<i>Relationships Between Music and Culture</i>	5. Discuss how culture influences music.
<i>Careers and Career-Related Skills</i>	6. Identify the specific skills needed to be a musician.

## GENERAL MUSIC COURSE OF STUDY – Grade Six

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations).
<i>Music Styles</i>	2. Examine the chronological development of various music styles (e.g., opera, American Musical Theatre). <i>Ex.</i> opera experience
<i>Historical Periods</i>	3. Identify the major periods or genres in the development of world music history (e.g., Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20 <sup>th</sup> Century).
<i>Identifying Specific Composers/Works</i>	4. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.
	3. Respond appropriate to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create and notate music compositions using one or more parts.
	5. Improvise melodies over a given bass line.
<i>Reading and Notating</i>	6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4, and 6/8 meter.
	7. Identify whole steps and half steps in the major scales.
	8. Recognize basic key signatures (C, G, F, B-flat, D).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.
	2. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.
	3. Describe the principles of breathing techniques, good posture and tone production.
<i>Analyze Form (Style in a Piece of Music)</i>	4. Analyze a piece of music with more than one movement using the elements of music.
<i>Evaluate (based on criteria)</i>	5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings.
	2. View or attend and reflect on a variety of live music performances (ex., opera experience)



## GENERAL MUSIC COURSE OF STUDY – Grade Six

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection (continued)</b>
<i>Derive Meaning</i>	3. Communicate ideas about the importance of music in everyday life.
	4. Describe the emotional connection to the musical experience.
<i>Making Informed Judgments</i>	5. Critique a variety of music performances.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Describe ways that music relates to other art forms using appropriate terminology.
	2. Compare tin music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.
	3. Integrate art forms into a well-organized music presentation.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Compare and contrast subject matter common to music and other subject areas.
<i>Relationships Between Music and Culture</i>	5. Identify different functions and uses of music in their own and other cultures.
<i>Careers and Career-Related Skills</i>	6. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role.
	7. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).

## GENERAL MUSIC COURSE OF STUDY – Grade Seven

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Demonstrate how the elements of music are used to create various music styles.
<i>Historical Periods.</i>	3. Identify representative music examples from music literature and respond to the style of the historical period of music.
<i>Identifying Specific Composers/Works</i>	4. Classify by composer and historical period a varied body of exemplary music works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple and mixed meters.
	5. Improvise melodies using major scales.
<i>Reading and Notating</i>	6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps and intervals in major scales.
	8. Identify and use key signatures.
	9. Identify and/or notate the following concert major scales (i.e., Band: C, F, B-flat, E-flat, A-flat; Strings: A, D, G, C, F).
	10. Read and notate melodies in bass clef.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Apply music vocabulary to describe a varied repertoire of music.
	2. Describe the use of meter and rhythm in the music of various cultures.
<i>Analyze Form (Style in a Piece of Music)</i>	3. Analyze form identifying distinct sections of a larger music work.
<i>Evaluate (based on criteria)</i>	4. Apply detailed criteria for evaluating the quality and effectiveness of music performance and composition.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings.
	2. Participate in and reflect on a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Discuss how music preferences reflect people's values.

**GENERAL MUSIC COURSE OF STUDY – Grade Seven**

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection (continued)</b>
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music.
	5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Identify similarities and differences in the meanings of common terms used in the various arts.
	2. Integrate art forms into a well-organized music presentation.
	3. Identify involvement in the arts as a listener, creator and performer.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe ways in which technology is used in creating, performing and listening to music.
	5. Identify problem-solving and creative thinking skills used in music.
<i>Relationships Between Music and Culture</i>	6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.
<i>Careers and Career-Related Skills</i>	7. Identify exemplary music role models and describe their activities and achievement in the music field.

## GENERAL MUSIC COURSE OF STUDY – Grade Eight

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Examine 20 <sup>th</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
<i>Historical Periods</i>	3. Compare representative music examples from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast selected composers and their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Discuss how current developments in music reflect society in reference to themselves, their community and the world around them.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple and mixed meters.
	5. Improvise melodies using major and minor scales.
<i>Reading and Notating</i>	6. Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps and intervals in major and natural minor scales.
	8. Read and notate melodies in bass clef.
	9. Identify and/or notate the following concert pitch major scales (i.e., Band: C, F, B-flat, E-flat, A-flat; Strings: A, D, G, C, F).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.
<i>Analyze Form (Style in a Piece of Music)</i>	2. Identify components of larger music works (e.g., symphony, mass, concerto).
	3. Identify distinct sections in a larger music work aurally.
<i>Evaluate (based on criteria)</i>	4. Use appropriate criteria to support personal preferences for specific music works.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings.
	2. Participate in and reflect on a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Explain how and why people use and respond to music.

## GENERAL MUSIC COURSE OF STUDY – Grade Eight

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Valuing Music/Aesthetic Reflection (continued)</b>
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music.
	5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.
	2. Describe how roles of creators, performers and other involved in music are similar to or different from those in other art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply technology in creating, performing and/or researching music.
	4. Use problem-solving and creative thinking skills experienced in other disciplines in music.
<i>Relationships Between Music and Culture</i>	5. Identify various uses of music in their daily experiences.
	6. Describe characteristics that make their choice of music applicable to their daily experiences.
<i>Careers and Career-Related Skills</i>	7. Identify non-performing careers in music.

## GENERAL MUSIC COURSE OF STUDY – Grade Eight

<b><i>CONTENT STANDARD/BENCHMARKS (by the end of the 5-8 Program)</i></b>
<b>Historical, Cultural and Social Contexts</b>
Students will <ul style="list-style-type: none"><li>A. Compare and contrast styles and forms of music from various historical periods.</li><li>B. Identify composers and classify them according to chronological historical periods.</li><li>C. Identify and demonstrate basic music forms.</li></ul>
<b>Creative Expression and Communication</b>
Students will <ul style="list-style-type: none"><li>A. Perform a piece of music, independently or in group, with technical accuracy and expression.</li><li>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</li><li>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</li></ul>
<b>Analyzing and Responding</b>
Students will <ul style="list-style-type: none"><li>A. Describe and evaluate piece of music using developed criteria based on the elements of music and music vocabulary.</li><li>B. Analyze the structure of larger music works and the sections comprised within.</li><li>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</li></ul>
<b>Valuing Music/Aesthetic Reflection</b>
Students will: <ul style="list-style-type: none"><li>A. Reflect on and describe how music performance and settings affects audience response.</li><li>B. Reflect on why others may have different music preferences.</li><li>C. Justify one's personal preference of music choice using music vocabulary.</li></ul>
<b>Connections, Relationships and Applications</b>
Students will: <ul style="list-style-type: none"><li>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</li><li>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</li><li>C. Identify various ways music affects their lives.</li><li>D. Identify various careers in music.</li></ul>



**GENERAL MUSIC COURSE OF STUDY – Grade Nine**

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Recognize and classify Western music literature by historical periods.
<i>Identifying Specific Composers/Works</i>	4. Discuss and perform music literature from various composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.
	2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.
	3. Respond appropriately to the cues of a conductor or section leader.
	4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.
	5. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	6. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	7. Identify and/or notate concert pitch major scales: C, G, D, A, F, B-flat, E-flat
	8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.
	9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple and compound meters.
	10. Define vocabulary in all rehearsed and performed music.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, hand positions, embouchure, vocal placement).
	2. Describe basic terminology and symbols used in a varied repertoire of music.
	3. Compare how the elements of music are used in music examples of contrasting genre and/or culture.
<i>Analyze Form (Style in a Piece of Music)</i>	4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.
	5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.



## GENERAL MUSIC COURSE OF STUDY – Grade Nine

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Analyzing and Responding (continued)</b>
<i>Evaluate (based on criteria)</i>	6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.
	2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theatre, opera).
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply problem-solving and creative thinking skills used in music to other content areas.
	4. Explain the role of technology in creating, performing and listening to music.
	5. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	6. Describe the role of music and musicians in various cultures.
<i>Careers and Career-Related Skills</i>	7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).

## GENERAL MUSIC COURSE OF STUDY – Grade Ten

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Interpret various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how technology has influenced the development of music over time.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.
	2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.
	3. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.
	4. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	6. Identify and/or notate major scales and their relative minor forms: C, G, D, A, E, F, B-flat, E-flat, A-flat.
	7. Read and perform literature using the key signatures in indicator 6 above.
	8. Read complex rhythms in mixed meter.
	9. Incorporate expressive symbols and terms when sight-reading.
	10. Interpret articulations, expressive symbols and terms.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.
	2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.
<i>Analyze Form (Style in a Piece of Music)</i>	3. Respond to conducting patterns and gestures to interpret selected pieces musically.
	4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate the use of music in music examples of contrasting genres and/or cultures.

## GENERAL MUSIC COURSE OF STUDY – Grade Ten

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explain how the creative process is used in similar and different ways in the arts.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas.
	3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Use accurate music terminology to describe similarities and differences in music from various cultures.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## GENERAL MUSIC COURSE OF STUDY – Grade Eleven

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Identify and trace the development of music forms across historical periods.
<i>Music Styles</i>	2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
<i>Historical Periods</i>	3. Compare and contrast the performance practices of music from various historical periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how music reflects the political and social events of history.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.
	2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.
	3. Demonstrate advanced tonal concepts in singing or playing an instrument.
	4. Sing or play a music composition incorporating all of the elements of music and demonstrating an understanding of music style and form.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	6. Identify and/or notate major scales: C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat.
	7. Read and perform music literature in a wide variety of major and minor keys.
	8. Read and perform music literature that incorporates modal scales.
	9. Identify homophonic and polyphonic texture.
	10. Interpret articulations, expressive symbols and terms when performing.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Demonstrate extensive knowledge of the technical vocabulary of music.
<i>Analyze Form (Style in a Piece of Music)</i>	2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.
	3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.
	4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.

## GENERAL MUSIC COURSE OF STUDY – Grade Eleven

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Critique their performances or compositions in terms of aesthetic qualities.
<i>Derive Meaning</i>	2. Discuss how the purpose, meaning, and value of music works change because of the impact of life experiences. 3. Evaluate music works and performances using criteria for aesthetic qualities.
<i>Making Informed Judgments</i>	4. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explore how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.
<i>Careers and Career-Related Skills</i>	6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).

## GENERAL MUSIC COURSE OF STUDY – Grade Twelve

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Evaluate how music forms are influenced by history.
<i>Music Styles</i>	2. Critique various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
<i>Identifying Specific Composers/Works</i>	4. Demonstrate through performance the stylistic differences of various composers and their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how music reflects the social events of history.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique and a high degree of musicality.
	2. Sing or play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.
<i>Improvising and Composing</i>	3. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	4. Sight-read major, minor and chromatic melodies.
	5. Identify and/or notate major scales and selected minor forms: C, G, D, A, E, B, F, B-flat, E-flat, A-flat, D-flat.
	6. Interpret music symbols and terms expressively when performing a varied repertoire of music.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music work.
<i>Analyze Form (Style in a Piece of Music)</i>	2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.
	3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.
<i>Evaluate (based on criteria)</i>	4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.
<i>Derive Meaning</i>	2. Form a personal philosophy about the purpose of music.
	3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.
<i>Making Informed Judgments</i>	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.

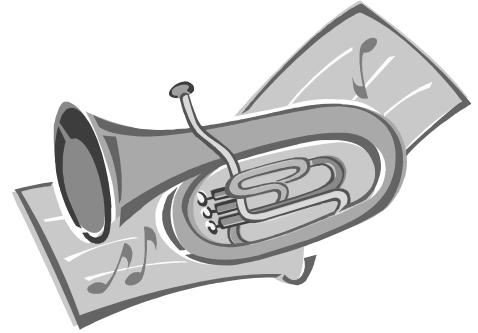
**GENERAL MUSIC COURSE OF STUDY – Grade Twelve**

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Recognize aesthetic characteristics common to all art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply the creative thinking and problem-solving skills used in music to other content areas.
	3. Use technology to create and/or perform various forms of music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).

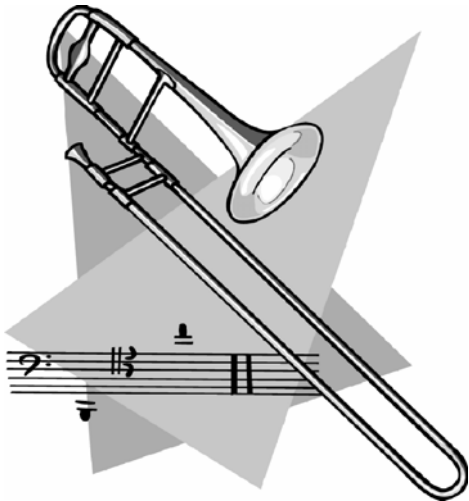
## GENERAL MUSIC COURSE OF STUDY – Grade Twelve

<b><i>CONTENT STANDARD/BENCHMARKS (by the end of the 9-12 Program)</i></b>
<b>Historical, Cultural and Social Contexts</b>
Students will <ul style="list-style-type: none"><li>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</li><li>B. Research and explain how music and composers both influence and are influenced by society and culture.</li></ul>
<b>Creative Expression and Communication</b>
Students will <ul style="list-style-type: none"><li>A. Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader’s cues and gestures.</li><li>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</li></ul>
<b>Analyzing and Responding</b>
Students will <ul style="list-style-type: none"><li>A. Analyze and evaluate music selections based upon established criteria.</li><li>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</li><li>C. Analyze common harmonic progressions in selected repertoire aurally.</li><li>D. Apply appropriate established criteria to evaluate a variety of music performances.</li></ul>
<b>Valuing Music/Aesthetic Reflection</b>
Students will: <ul style="list-style-type: none"><li>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</li><li>B. Explain how people differ in their music preferences based on their personal experiences.</li><li>C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music words both written and performed.</li></ul>
<b>Connections, Relationships and Applications</b>
Students will: <ul style="list-style-type: none"><li>A. Articulate similarities and differences between music and other content areas.</li><li>B. Apply technology in creating, performing and/or researching music.</li><li>C. Compare and contrast several cultures’ music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.</li><li>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.</li></ul>





# BAND/ INSTRUMENTAL MUSIC





## BAND

There are many fundamental skills necessary when playing band wind and percussion instruments. These skills should be introduced during beginning instruction and should be reinforced throughout instrumental music study. While it is ideal to introduce these concepts in like instrument groups, commonalities among the skills make them quite accessible in mixed instrument groupings.

The list that follows includes some of the more important skills and techniques that need to be introduced and continuously refined. These skills are basic to quality band instrument performance.

- Care and Maintenance of the Instrument
- Breathing
- Posture/Hand Position/Instrument Position
- Tone Production/Quality
- Fingerings/Sticking
- Note/Rhythm Reading
- Balance/Blend
- Intonation
- Articulation, Attack/Release
- Expression – phrasing, melodic contour, dynamics
- Ensemble Performance and Listening Skills
- Embouchure/Grip

Band instruments are those necessary for performances of standard band literature at each level. Traditional instruments for beginning band instruction includes (but is not limited to) flute, clarinet, saxophone, trumpet/cornet, french horn, trombone, and percussion. Beginning at the middle school level it is critical that the band director have time and instructional opportunities with selected students to begin instruction in additional “color instruments” such as: oboe, bassoon, bass clarinet, tenor saxophone, baritone saxophone, french horn, baritone/euphonium, tuba, string bass.

By definition, performance is any music that is played during either band rehearsal or concert setting. It is important that the performing organization(s) of the school has sufficient opportunity to demonstrate their achievements by means of public performance (e.g. concert, parade, ceremonies, sporting events). Because music is an aural art, public performances constitute an essential aspect of the band/instrumental music program and serve as a necessary application of skills through a culminating musical event for the students.

This band curriculum will provide music students with a meaningful, motivating instrumental music experience and will help students build music knowledge and skills based on the use of the music content standards.

## BAND

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Music Form</i>	1. Recognize, demonstrate, and identify theme and variations in music.	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations).
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.	2. Examine the chronological development of various music styles.
<i>Historical Periods</i>	3. Recognize and discuss the influence of American history on the development of folk music.	3. Identify and perform the major periods or genres in the development of world music history. 4. Research and identify music instruments from different historical periods and world cultures.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen, and respond to music of different composers.	5. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	5. Describe the conditions under which music is created and performed in various cultures. 6. Explore the use of technology in music.	6. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music. 7. Explore the use of technology in music.

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
1. Recognize, identify and demonstrate, form in world music (e.g., Western and non-Western) and popular music.	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	<b>A. Compare and contrast styles and forms of music from various historical periods.</b>
2. Demonstrate how the elements of music are used to create various music styles.	2. Examine 20 <sup>th</sup> and 21 <sup>st</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	Assessment Strategies: <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Checklist</li> <li>• Written examples</li> </ul>
3. Identify and perform representative music examples from music literature and respond to the style of the historical period of music. 4. Research and identify music instruments from different historical periods and world cultures.	3. Compare and perform representative music examples from different historical time periods.	<b>B. Identify composers and classify them according to chronological historical periods.</b>  Assessment Strategies: <ul style="list-style-type: none"> <li>• Group projects</li> <li>• Checklist</li> <li>• Written/verbal response</li> </ul>
5. Classify by composer and historical period a varied body of exemplary music works.	4. Compare and contrast selected composers and their works.	<b>C. Describe how events during various historical periods have influenced the development of music.</b>
6. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music. 7. Explore the use of technology in music.	5. Discuss how current developments in music reflect society in reference to themselves, their community, and the world around them. 6. Explore the use of technology in music.	Assessment Strategies: <ul style="list-style-type: none"> <li>• Essay</li> <li>• Class Discussion</li> </ul>

## BAND

### Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Play alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments independently and with other contrasting parts.</li> <li>3. Demonstrate appropriate tone quality and articulation and a basic awareness of musical artistry.</li> <li>4. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Play, alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.</li> <li>3. Demonstrate appropriate tone quality and articulation and a basic awareness of musical artistry.</li> <li>4. Respond appropriately to the cues of a conductor.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>5. Create short melodies on a pitched music instrument using traditional notation.</li> <li>6. Improvise melodies in a call-and-response setting.</li> </ol>	<ol style="list-style-type: none"> <li>5. Create and notate music compositions using one or more parts.</li> <li>6. Improvise melodies over a given bass line.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>7. Read, write, and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted notes and syncopated rhythms.</li> <li>8. Read, write, and perform diatonic melodies using a notated staff and major scales on the treble and bass staff.</li> <li>9. Identify concert key signatures: B-flat, E-flat, F.</li> <li>10. Percussionists demonstrate rudiments of long roll, flam, drag, paradiddle.</li> </ol>	<ol style="list-style-type: none"> <li>7. Read, write and perform rhythm patterns and dotted and syncopated rhythms in 2/4, 3/4, 4/4, and 6/8 meter.</li> <li>8. Identify whole steps and half steps in the major scales.</li> <li>9. Recognize concert key signatures: B-flat, E-flat, F, A-flat, C.</li> <li>10. Percussionists demonstrate rudiments of 5 stroke roll, 9 stroke roll, and flam tap.</li> </ol>

Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality and articulation with an increasing awareness of musical artistry.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality and articulation with an increasing awareness of musical artistry.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<p><b>A. Perform a piece of music, independently or in group, with technical accuracy and expression.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance-based (concert, mini-program during school, small group performance, impromptu, and class rehearsal)</li> <li>• Audio/Video Record</li> <li>• Student critique of performance</li> <li>• Teacher observation</li> </ul> <p><b>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Composing – written document/written reflection</li> <li>• Peer instruction</li> <li>• Performance-based</li> </ul> <p><b>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist (e.g., check-off students who can do it independently)</li> <li>• Written reflection</li> </ul>
<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major scales.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major and minor scales.</li> </ol>	
<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythmic (including dotted and syncopated rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major scales.</li> <li>8. Identify and use key signatures.</li> <li>9. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA JH List)</li> <li>10. Read and notate melodies in bass clef.</li> <li>11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for junior high.</li> </ol>	<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythmic (including dotted and syncopated rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major and natural minor scales.</li> <li>8. Read and notate melodies in treble and bass clef.</li> <li>9. Identify, notate, and/or perform major scales specific to the instrument and chromatic scales. (*OMEA JH List)</li> <li>10. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for junior high.</li> </ol>	

## BAND

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Identify selected electronic and world music instruments.</li> <li>2. Identify dynamics, tempo, meter, articulation, tonality and style in various pieces of music aurally.</li> <li>3. Identify terms related to form (e.g., DC al Fine; DS dal segno; DS al Coda; repeat signs, first and second endings).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.</li> <li>2. Distinguish the use of dynamics, meter, tempo, articulation, tonality and styles in various pieces of music.</li> <li>3. Describe the principles of breathing techniques, good posture and tone production.</li> </ol>
<i>Analyze Form/Style in a Piece of Music</i>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music using music vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music with more than one movement using the elements of music.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>5. Evaluate and describe individual and group performance.</li> <li>6. Differentiate between melody and harmony.</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</li> </ol>



*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Apply music vocabulary to describe a varied repertoire of music.</li> <li>2. Describe the use of meter and rhythm in the music of various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.</li> </ol>	<p><b>A. Describe and evaluate a piece of music using developed criteria based on the elements of music and music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal Reflection/Discussion</li> <li>• Student critique of music selections</li> </ul>
<ol style="list-style-type: none"> <li>3. Analyze form identifying distinct sections of a larger music work.</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify components of larger music works (e.g., symphony, mass, concerto).</li> <li>3. Identify distinct sections in a larger music work aurally.</li> </ol>	<p><b>B. Analyze the structure of larger music works and the sections comprised within.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written essay</li> <li>• Written/verbal response</li> <li>• Performance-based</li> </ul>
<ol style="list-style-type: none"> <li>4. Apply detailed criteria for evaluating the quality and effectiveness of music performances and composition.</li> </ol>	<ol style="list-style-type: none"> <li>4. Use appropriate criteria to support personal preferences for specific music works.</li> </ol>	<p><b>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Written essay</li> </ul>

## BAND

### Content Standard: *Valuing Music/Aesthetic Reflection*

Students demonstrate an understanding of reason why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Reflection</i>	<ol style="list-style-type: none"><li>1. Describe audience etiquette associated with various music performance and settings.</li><li>2. Identify and discuss the aesthetic qualities (creating images or evoking emotion) in the student's own performance and in the performance of others.</li></ol>	<ol style="list-style-type: none"><li>1. Practice audience etiquette in selected music settings.</li><li>2. Participate in, reflect on, and critique a variety of live music performances.</li></ol>
<i>Derive Meaning</i>	<ol style="list-style-type: none"><li>3. Demonstrate how music communicates meaning through text, feelings, moods, or images.</li><li>4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.</li></ol>	<ol style="list-style-type: none"><li>3. Communicate ideas about the importance of music in everyday life.</li><li>4. Describe the emotional connection to the musical experience.</li></ol>
<i>Making Informed Judgments</i>	<ol style="list-style-type: none"><li>5. Explain how expressive music elements determine the quality of a composition.</li></ol>	<ol style="list-style-type: none"><li>5. Critique a variety of music performances.</li><li>6. Develop and apply criteria to support personal preferences for specific music works.</li></ol>

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in, reflect on, and critique a variety of live music performances and activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in, reflect on, and critique a variety of live music performances and activities.</li> </ol>	<p><b>A. Reflect on and describe how music performance and settings affects audience response.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> </ul>
<ol style="list-style-type: none"> <li>3. Discuss how preferences reflect people’s values.</li> </ol>	<ol style="list-style-type: none"> <li>3. Explain how and why people use and respond to music.</li> </ol>	<p><b>B. Reflect on why others may have different music preferences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Written essay</li> </ul>
<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<p><b>C. Justify one’s personal preference of music choice using music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> </ul>

## BAND

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Making Connections Between Music and Other Arts</i>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</li> <li>3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways that music relates to other art forms using appropriate terminology.</li> <li>2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</li> <li>3. Integrate art forms into a well-organized music presentation.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>4. Describe how knowledge of music connects to learning in other subject areas.</li> </ol>	<ol style="list-style-type: none"> <li>4. Compare and contrast subject matter common to music and other subject areas.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>5. Discuss how culture influences music.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify different functions and uses of music in their own and other cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>6. Identify the specific skills needed to be a musician.</li> </ol>	<ol style="list-style-type: none"> <li>6. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role.</li> <li>7. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).</li> </ol>

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>2. Integrate art forms into a well-organized music presentation.</li> <li>3. Identify involvement in the arts as a listener, creator and performer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.</li> <li>2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.</li> </ol>	<p><b>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Journal</li> </ul>
<ol style="list-style-type: none"> <li>4. Describe ways in which technology is used in creating, performing and listening to music.</li> <li>5. Identify problem-solving and creative thinking skills used in music.</li> </ol>	<ol style="list-style-type: none"> <li>3. Apply technology in creating performing and/or researching music.</li> <li>4. Use problem-solving and creative thinking skills experienced in other disciplines in music.</li> </ol>	<p><b>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group project</li> </ul>
<ol style="list-style-type: none"> <li>6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify various uses of music in their daily experiences.</li> <li>6. Describe characteristics that make their choice of music applicable to their daily experiences.</li> </ol>	<p><b>C. Identify various ways music affects their lives.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Journal</li> <li>• Written essay</li> <li>• Independent project</li> </ul>
<ol style="list-style-type: none"> <li>7. Identify exemplary music role models and describe their activities and achievement in the music field.</li> </ol>	<ol style="list-style-type: none"> <li>7. Identify non-performing careers in music. (e.g., recording engineer, instrument manufacturer, instrument repair and maintenance, music publishing)</li> </ol>	<p><b>D. Identify various careers in music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group project</li> <li>• Verbal reflection/Discussion</li> <li>• Written essay</li> <li>• Independent project</li> </ul>

## BAND

### Content Standard: Historical, Cultural and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context of music expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures, and historical periods.	2. Interpret various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Recognize, classify and perform Western music literature by historical periods.	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Discuss and perform music literature from various composers.	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved. 6. Explore the use of technology in music.	5. Explain how technology has influenced the development of music over time. 6. Explore the use of technology in music.

*Benchmarks*

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Identify and trace the development of music forms across historical periods.	1. Evaluate how music forms are influenced by history.	<p><b>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Checklist</li> <li>• Class Discussion</li> <li>• Performance (individual, ensemble, full band)</li> </ul> <p><b>B. Research and explain how music and composers both influence and are influenced by society and culture.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Class Discussion</li> <li>• Group projects</li> </ul>
2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.	2. Critique various music styles from the United States, other cultures, and historical periods.	
3. Compare and contrast the performance practices of music from various historical periods.	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.	
4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.	4. Demonstrate through performance the stylistic differences of various composers and their works.	
5. Explain how music reflects the political and social events of history. 6. Explore the use of technology in music.	5. Explain how music reflects the social events of history. 6. Explore the use of technology in music.	

## BAND

### Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</li> <li>2. Demonstrate technical accuracy, appropriate tone quality, articulation, and expression for the work being performed with good posture and breath control.</li> <li>3. Respond appropriately to the cues of a conductor or section leader.</li> <li>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.</li> <li>5. Demonstrate sight-reading abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.</li> <li>2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.</li> <li>3. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.</li> <li>4. Demonstrate sight-reading abilities.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>6. Improvise over given chord progressions (e.g., gospel solo, scat singing, <i>Hoe Down</i> from the television show – “Whose Line Is It Anyway?”).</li> </ol>	<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>7. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA Class C)</li> <li>8. Read, perform, and/or notate a one-octave chromatic scale, ascending and descending.</li> <li>9. Define vocabulary in all rehearsed and performed music.</li> <li>10. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA Class C).</li> </ol>	<ol style="list-style-type: none"> <li>6. Identify, notate, and/or perform major scales and their relative minor forms specific to the instrument. (*OMEA Class C/B)</li> <li>7. Read and perform literature using the key signatures in Indicator 6 above.</li> <li>8. Read complex rhythms in mixed meter.</li> <li>9. Incorporate expressive symbols and terms when sight-reading.</li> <li>10. Interpret articulations, expressive symbols, and terms.</li> <li>11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school. (*OMEA Class C/B).</li> </ol>



*Benchmarks*

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.</li> <li>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</li> <li>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</li> <li>4. Play music compositions incorporating all of the elements of music and demonstrating an understanding of music style and form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality.</li> <li>2. Play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.</li> </ol>	<p><b>A. Play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader’s cues and gestures.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Student self-critique</li> <li>• Peer critique</li> </ul> <p><b>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Portfolio</li> </ul>
<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>3. Improvise over given chord progressions and symbols.</li> </ol>	
<ol style="list-style-type: none"> <li>6. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA Class B/A)</li> <li>7. Read and perform music literature in a wide variety of major and minor keys.</li> <li>8. Read and perform music literature that incorporates modal scales.</li> <li>9. Identify homophonic and polyphonic texture.</li> <li>10. Interpret articulations, expressive symbols and terms when performing.</li> <li>11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA class B/A).</li> </ol>	<ol style="list-style-type: none"> <li>4. Sight-read major, minor and chromatic melodies.</li> <li>5. Identify, notate, and/or perform major scales and selected minor forms specific to the instrument. (*OMEA Class A)</li> <li>6. Interpret music symbols and terms expressively when performing a varied repertoire of music.</li> <li>7. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school. (*OMEA Class A)</li> </ol>	

## BAND

### Content Standard: Analyzing and Responding

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, vowel formation, vocal placement).</li> <li>2. Describe basic terminology and symbols used in a varied repertoire of music.</li> <li>3. Compare how the elements of music are used in music examples of contrasting genre and/or culture. (e.g., form, texture, meter)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.</li> <li>2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</li> </ol>
<i>Analyze Form/Style in a Piece of Music</i>	<ol style="list-style-type: none"> <li>4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.</li> <li>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</li> </ol>	<ol style="list-style-type: none"> <li>3. Respond to conducting patterns and gestures to interpret selected pieces musically.</li> <li>4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</li> </ol>

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<p>1. Demonstrate extensive knowledge of the technical vocabulary of music.</p>	<p>1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music world.</p>	<p><b>A. Analyze and evaluate music selections based upon established criteria.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Student critique of instrumental music selections</li> </ul>
<p>2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.</p> <p>3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.</p>	<p>2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.</p> <p>3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.</p>	<p><b>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> </ul> <p><b>C. Analyze common harmonic progressions in selected repertoire aurally.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> </ul>
<p>5. Evaluation multiple performances of a specific music work based on selected criteria and musical interpretation.</p>	<p>4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.</p>	<p><b>D. Apply appropriate established criteria to evaluate a variety of music performances.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> <li>• Student critique</li> <li>• Class discussion</li> </ul>

## BAND

### Content Standard: *Valuing Music/Aesthetic Reflection*

Students demonstrate an understanding of reason why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.	3. Defend choices of music works and performances based upon knowledge of music concepts.

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Critique their performances or compositions in terms of the aesthetic qualities.	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.	<p><b>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal Reflection/Discussion</li> </ul> <p><b>B. Explain how people differ in their music preferences based on their personal experiences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Essay</li> </ul> <p><b>C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music works both written and performed.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> <li>• Student critique</li> </ul>
2. Discuss how the purpose, meaning, and value of music works change because of the impact of life experiences. 3. Evaluate music works and performances using criteria for aesthetic qualities.	2. Form a personal philosophy about the purpose of music. 3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.	
4. Defend choices of music works and performances based upon knowledge of music concepts.	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.	

## BAND

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Making Connections Between Music and Other Arts</i>	<ol style="list-style-type: none"> <li>1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.</li> <li>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theatre, opera).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the creative process is used in similar and different ways in the arts.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>3. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>4. Explain the role of technology in creating, performing and listening to music.</li> <li>5. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>	<ol style="list-style-type: none"> <li>2. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>6. Describe the role of music and musicians in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use accurate music terminology to describe similarities and differences in music from various cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).</li> </ol>	<ol style="list-style-type: none"> <li>6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</li> </ol>

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.	1. Recognize aesthetic characteristics common to all art forms.	<p><b>A. Articulate similarities and differences between music and other content areas.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Journal</li> </ul>
2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	2. Apply the creative thinking and problem-solving skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	<p><b>B. Apply technology in creating, performing, and/or researching music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Research Project (using computer lab)</li> </ul> <p><b>C. Compare and contrast several cultures' music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.</b></p>
5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.	5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Research project</li> </ul> <p><b>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.</b></p>
6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Portfolio</li> <li>• Job shadowing</li> </ul>

## Ohio Music Education Association Adjudicated Events

### JUNIOR HIGH MAJOR SCALES

C Instruments: C, F, Bb, Eb, Ab  
 F Instruments: G, C, F, Bb, Eb  
 Bb Instruments: D, G, C, F, Bb  
 Eb Instruments: A, D, G, C, F

Percussion Rudiments: Single Stroke Roll, Double Stroke Open Roll, 5-Stroke Roll, Single Paradiddle, Flam, Flam Tap, Drag, Lesson 25

### HIGH SCHOOL MAJOR SCALES

	Class C	Class B	Class A
C Instruments	C, F, Bb, Eb, Ab	G, C, F, Bb, Eb, Ab, Db	D, G, C, F, Bb, Eb, Ab, Db, Gb
F Instruments	G, C, F, Bb, Eb	D, G, C, F, Bb, Eb, Ab	A, D, G, C, Bb, Eb, Ab, Db
Bb Instruments	D, G, C, F, Bb	A, D, G, C, F, Bb, Eb	E, A, D, G, C, F, Bb, Eb, Ab
Eb Instruments	A, D, G, F, C	E, A, D, G, C, F, Bb, Eb	B, E, A, D, G, C, F, Bb, Eb

Percussion Rudiments:

Class C	Class B	Class A
Single Stroke Roll	<i>All from Class C, plus</i>	<i>All from Class B &amp; C, plus</i>
Double Stroke Open Roll	7-Stroke Roll	10-Stroke Roll
5-Stroke Roll	9-Stroke Roll	11-Stroke Roll
Single Paradiddle	17-Stroke Roll	13-Stroke Roll
Flam	Double Paradiddle	15-Stroke Roll
Flam Tap	Flam Accent	Flam Paradiddle
Flamacue	Single Drag Tap	Flam Paradiddle-diddle
Drag	Drag Paradiddle	Double Drag Tap
Lesson 25	Single Ratamacue	Drag Paradiddle
	Triple Ratamacue	Double Ratamacue



# BAND INSTRUMENTAL

CONTENT STANDARDS  
BENCHMARKS, INDICATORS and ORGANIZERS  
by Grade Level

## BAND COURSE OF STUDY – Grade Five

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Recognize, demonstrate and identify theme and variations in music.
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.
<i>Historical Periods</i>	3. Recognize and discuss the influence of American history on the development of folk music.
<i>Identifying Specific Composers/Works</i>	4. Identify, listen and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Describe the conditions under which music is created and performed in various cultures.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Play alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments independently and with other contrasting parts.
	3. Demonstrate appropriate tone quality and articulation and a basic awareness of musical artistry.
	4. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	5. Create short melodies on a pitched music instrument using traditional notation.
	6. Improvise melodies in a call-and-response setting.
<i>Reading and Notating</i>	7. Read, write and perform rhythm patterns (in 2/4, 3/4 and 4/4 meter) using sixteenth through whole notes including dotted notes and syncopated rhythms.
	8. Read, write and perform diatonic melodies using a notated staff and major scales on the treble and bass staff.
	9. Identify concert key signatures: B-flat, E-flat, F.
	10. Percussionists demonstrate rudiments of long roll, flam, drag, paradiddle.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify select electronic and world music instruments.
	2. Identify dynamics, tempo, meter, articulation, tonality and style in various pieces of music aurally.
	3. Identify terms related to form (e.g., DC al Fine, DS dal segno; DS al Coda; repeat signs, first and second endings).
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze a piece of music using music vocabulary.
<i>Evaluate (based on criteria)</i>	5. Evaluate and describe individual and group performance.
	6. Differentiate between melody and harmony.

## BAND COURSE OF STUDY – Grade Five

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe audience etiquette associated with various music performance and settings.
	2. Identify and discuss the aesthetic qualities (creating images or evoking emotion) in the student’s own performance and in the performance of others.
<i>Derive Meaning</i>	3. Demonstrate how music communicates meaning through text, feelings, moods or images.
	4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.
<i>Making Informed Judgments</i>	5. Explain how expressive music elements determine the quality of a composition.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Interpret music through dance, drama and visual art.
	2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
	3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe how knowledge of music connects to learning in other subject areas.
<i>Relationships Between Music and Culture</i>	5. Discuss how culture influences music.
<i>Careers and Career-Related Skills</i>	6. Identify the specific skills needed to be a musician.

## BAND COURSE OF STUDY – Grade Six

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations).
<i>Music Styles</i>	2. Examine the chronological development of various music styles.
<i>Historical Periods</i>	3. Identify and perform the major periods or genres in the development of world music history.
	4. Research and identify music instruments from different historical periods and world cultures.
<i>Identifying Specific Composers/Works</i>	5. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	6. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.
	7. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Play alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.
	3. Demonstrate appropriate tone quality and articulation and a basic awareness of musical artistry.
	4. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	5. Create and notate music compositions using one or more parts.
	6. Improvise melodies over a given bass line.
<i>Reading and Notating</i>	7. Read, write and perform rhythm patterns and dotted and syncopated rhythms in 2/4, 3/4, 4/4, and 6/8 meter.
	8. Identify whole steps and half steps in the major scales.
	9. Recognize concert key signatures: B-flat, E-flat, F, A-flat, C.
	10. Percussionists demonstrate rudiments of 5-stroke roll, 9-stroke roll and flam tap.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.
	2. Distinguish the use of dynamics, meter, tempo, articulation, tonality and styles in various pieces of music.
	3. Describe the principles of breathing techniques, good posture and tone production.
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze a piece of music with more than one movement using the elements of music.
<i>Evaluate (based on criteria)</i>	5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.

## BAND COURSE OF STUDY – Grade Six

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings. 2. Participate in, reflect on and critique a variety of live music performances.
<i>Derive Meaning</i>	3. Communicate ideas about the importance of music in everyday life. 4. Describe the emotional connection to the musical experience.
<i>Making Informed Judgments</i>	5. Critique a variety of music performances. 6. Develop and apply criteria to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Describe ways that music relates to other art forms using appropriate terminology. 2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art. 3. Integrate art forms into a well-organized music presentation.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Compare and contrast subject matter common to music and other subject areas.
<i>Relationships Between Music and Culture</i>	5. Identify different functions and uses of music in their own and other cultures.
<i>Careers and Career-Related Skills</i>	6. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role. 7. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).

## BAND COURSE OF STUDY – Grade Seven

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate, form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Demonstrate how the elements of music are used to create various music styles.
<i>Historical Periods</i>	3. Identify and perform representative music examples from music literature and respond to the style of the historical period of music.
	4. Research and identify music instruments from different historical periods and world cultures.
<i>Identifying Specific Composers/Works</i>	5. Classify by composer and historical period a varied body of exemplary music works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	6. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.
	7. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality and articulation with an increasing awareness of musical artistry.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple and mixed meters.
	5. Improvise melodies using major scales.
<i>Reading and Notating</i>	6. Read, write and perform rhythmic (including dotted and syncopated rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps and intervals in major scales.
	8. Identify and use key signatures.
	9. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA JH List)
	10. Read and notate melodies in bass clef.
	11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for junior high.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Apply music vocabulary to describe a varied repertoire of music.
	2. Describe the use of meter and rhythm in the music of various cultures.
<i>Analyze Form/Style in a Piece of Music</i>	3. Analyze form identifying distinct sections of a larger music work.
<i>Evaluate (based on criteria)</i>	4. Apply detailed criteria for evaluating the quality and effectiveness of music performances and composition.

## BAND COURSE OF STUDY – Grade Seven

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings. 2. Participate in, reflect on and critique a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Discuss how preferences reflect people’s values.
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music.
	5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Identify similarities and differences in the meanings of common terms used in the various arts.
	2. Integrate art forms into a well-organized music presentation.
	3. Identify involvement in the arts as a listener, creator and performer.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe ways in which technology is used in creating, performing and listening to music.
	5. Identify problem-solving and creative thinking skills used in music.
<i>Relationships Between Music and Culture</i>	6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.
<i>Careers and Career-Related Skills</i>	7. Identify exemplary music role models and describe their activities and achievement in the music field.

## BAND COURSE OF STUDY – Grade Eight

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Examine 20 <sup>th</sup> and 21 <sup>st</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
<i>Historical Periods</i>	3. Compare and perform representative music examples from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast selected composers and their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Discuss how current developments in music reflect society in reference to themselves, their community, and the world around them.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Play alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality and articulation with an increasing awareness of musical artistry.
	3. Respond appropriate to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple and mixed meters.
	5. Improvise melodies using major and minor scales.
<i>Reading and Notating</i>	6. Read, write and perform rhythmic (including dotted and syncopated rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps, and intervals in major and natural minor scales.
	8. Read and notate melodies in treble and bass clef.
	9. Identify, notate, and/or perform major scales specific to the instrument and chromatic scales. (*OMEA JH List)
	10. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for junior high.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.
<i>Analyze Form/Style in a Piece of Music</i>	2. Identify components of larger music works (e.g., symphony, mass, concerto).
	3. Identify distinct sections in a larger music work aurally.
<i>Evaluate (based on criteria)</i>	4. Use appropriate criteria to support personal preferences for specific music works.



## BAND COURSE OF STUDY – Grade Eight

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings. 2. Participate in, reflect on and critique a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Explain how and why people use and respond to music.
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music. 5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements. 2. Describe how roles of creators, performers and others involved in music are similar to or different from those in other art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply technology in creating, performing and/or researching music. 4. Use problem-solving and creative thinking skills experienced in other disciplines in music.
<i>Relationships Between Music and Culture</i>	5. Identify various uses of music in their daily experiences. 6. Describe characteristics that make their choice of music applicable to their daily experiences.
<i>Careers and Career-Related Skills</i>	7. Identify non-performing careers in music. (e.g., recording engineer, instrument manufacturer, instrument repair and maintenance, music publishing)

## BAND COURSE OF STUDY – Grade Eight

<b><i>CONTENT STANDARD/BENCHMARKS (by the end of the 5-8 Program)</i></b>
<b>Historical, Cultural and Social Contexts</b>
Students will: <ul style="list-style-type: none"><li>A. Compare and contrast styles and forms of music from various historical periods.</li><li>B. Identify composers and classify them according to chronological historical periods.</li><li>C. Describe how events during various historical periods have influenced the development of music.</li></ul>
<b>Creative Expression and Communication</b>
Students will: <ul style="list-style-type: none"><li>A. Perform a piece of music, independently or in group, with technical accuracy and expression.</li><li>B. Improvise or compose a short melody that includes key signature and meter signature with proper notation in treble or bass clef.</li><li>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</li></ul>
<b>Analyzing and Responding</b>
Students will: <ul style="list-style-type: none"><li>A. Describe and evaluate piece of music using developed criteria based on the elements of music and music vocabulary.</li><li>B. Analyze the structure of larger music works and the sections comprised within.</li><li>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</li></ul>
<b>Valuing Music/Aesthetic Reflection</b>
Students will: <ul style="list-style-type: none"><li>A. Reflect on and describe how music performance and settings affects audience response.</li><li>B. Reflect on why others may have different music preferences.</li><li>C. Justify one’s personal preference of music choice using music vocabulary.</li></ul>
<b>Connections, Relationships and Applications</b>
Students will: <ul style="list-style-type: none"><li>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</li><li>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</li><li>C. Identify various ways music affects their lives.</li><li>D. Identify various careers in music.</li></ul>



## BAND COURSE OF STUDY – Grade Nine

<b><i>Organizers</i></b>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures and historical periods.
<i>Historical Periods</i>	3. Recognize, classify and perform Western music literature by historical periods.
<i>Identifying Specific Composers/Work</i>	4. Discuss and perform music literature from various composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Play alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.
	2. Demonstrate technical accuracy, appropriate tone quality, articulation and expression for the work being performed with good posture and breath control.
	3. Respond appropriately to the cues of a conductor or section leader.
	4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.
	5. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	6. Improvise over given chord progressions (e.g., gospel solo, scat singing, <i>Hoe Down</i> from the television show – “Whose Line Is It Anyway?”).
<i>Reading and Notating</i>	7. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA Class C)
	8. Read, perform and/or notate a one-octave chromatic scale, ascending and descending.
	9. Define vocabulary in all rehearsed and performed music.
	10. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA Class C).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, vowel formation, vocal placement).
	2. Describe basic terminology and symbols used in a varied repertoire of music.
	3. Compare how the elements of music are used in music examples of contrasting genre and/or culture. (e.g., form, texture, meter).
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.
	5. Identify traditional harmonic progressions (e.g., I-VI-I) in selected repertoire aurally.

## BAND COURSE OF STUDY – Grade Nine

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Analyzing and Responding (continued)</b>
<i>Evaluate (based on criteria)</i>	6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.
	2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theatre, opera).
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply problem-solving and creative thinking skills used in music to other content areas.
	4. Explain the role of technology in creating, performing and listening to music.
	5. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationship Between Music and Culture</i>	6. Describe the role of music and musicians in various cultures.
<i>Careers and Career-Related Skills</i>	7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).

## BAND COURSE OF STUDY – Grade Ten

<b><i>Organizers</i></b>	<b><i>CONTENT STANDARDS/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Interpret various music styles from the United States, other cultures and historical periods.
<i>Historical Periods</i>	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Work</i>	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how technology has influenced the development of music over time.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.
	2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.
	3. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.
	4. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions.
<i>Reading and Notating</i>	6. Identify, notate, and/or perform major scales and their relative minor forms specific to the instrument. (*OMEA Class C/B)
	7. Read and perform literature using the key signatures in Indicator 6 above.
	8. Read complex rhythms in mixed meter.
	9. Incorporate expressive symbols and terms when sight-reading.
	10. Interpret articulations, expressive symbols and terms.
	11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA Class C/B).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.
	2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.
<i>Analyze Form/Style in a Piece of Music</i>	3. Respond to conducting patterns and gestures to interpret selected pieces musically.
	4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.

## BAND COURSE OF STUDY – Grade Ten

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explain how the creative process is used in similar and different ways in the arts.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas.
	3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Use accurate music terminology to describe similarities and differences in music from various cultures.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## BAND COURSE OF STUDY – Grade Eleven

<i>Organizers</i>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Identify and trace the development of music forms across historical periods.
<i>Music Styles</i>	2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
<i>Historical Periods</i>	3. Compare and contrast the performance practices of music from various historical periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how music reflects the political and social events of history.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.
	2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.
	3. Demonstrate advanced tonal concepts in singing or playing an instrument.
	4. Play music compositions incorporating all of the elements of music and demonstrate an understanding of music style and form.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	6. Identify, notate, and/or perform major scales specific to the instrument. (*OMEA Class B/A)
	7. Read and perform music literature in a wide variety of major and minor keys.
	8. Read and perform music literature that incorporates modal scales.
	9. Identify homophonic and polyphonic texture.
	10. Interpret articulations, expressive symbols and terms when performing.
	11. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA Class B/A).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Demonstrate extensive knowledge of the technical vocabulary of music
<i>Analyze Form/Style in a Piece of Music</i>	2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.
	3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.
	4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.



## BAND COURSE OF STUDY – Grade Eleven

<i>Organizers</i>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Critique their performances or compositions in terms of the aesthetic qualities.
<i>Derive Meaning</i>	2. Discuss how the purpose, meaning and value of music works change because of the impact of life experiences.
	3. Evaluate music works and performances using criteria for aesthetic qualities.
<i>Making Informed Judgments</i>	4. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.
<i>Making Connections Between Music and Discipline Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas.
	3. Use technology to create and/or perform various forms of music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.
<i>Careers and Career-Related Skills</i>	6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).

## BAND COURSE OF STUDY – Grade Twelve

<b><i>Organizers</i></b>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contents</b>
<i>Music Form</i>	1. Evaluate how music forms are influenced by history.
<i>Music Styles</i>	2. Critique various music styles from the United States, other cultures and historical periods.
<i>Historical Periods</i>	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
<i>Identify Specific Composers/Works</i>	4. Demonstrate through performance the stylistic differences of various composers and their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how music reflects the social events of history.
	6. Explore the use of technology in music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality.
	2. Play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.
<i>Improvising and Composing</i>	3. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	4. Sight-read major, minor and chromatic melodies.
	5. Identify, notate, and/or perform major scales and selected minor forms specific to the instrument. (*OMEA Class A)
	6. Interpret music symbols and terms expressively when performing a varied repertoire of music.
	7. Percussionists demonstrate rudiments that are on the OMEA adjudicated event list for high school (*OMEA Class A).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music world.
<i>Analyze Form /Style in a Piece of Music</i>	2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.
	3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.
<i>Evaluate (based on criteria)</i>	4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.
	<b>Valuing Music/Aesthetic Reflection</b>
<i>Reflection</i>	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.
<i>Derive Meaning</i>	2. Form a personal philosophy about the purpose of music.
	3. Explain how the purpose, meaning and value of selected music works change because of the impact of life experiences.
<i>Making Informed Judgments</i>	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.

## BAND COURSE OF STUDY – Grade Twelve

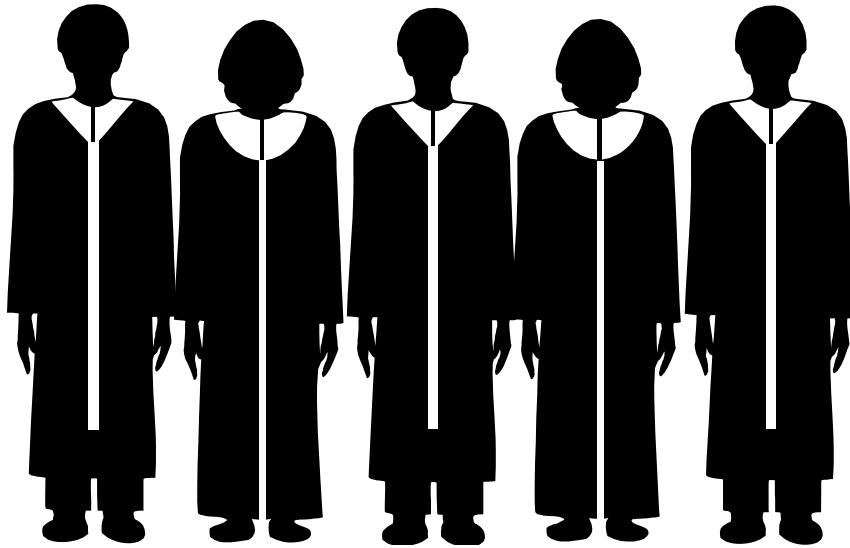
<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and Other Arts</i>	1. Recognize aesthetic characteristics common to all art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply the creative thinking and problem-solving skills used in music to other content areas.
	3. Use technology to create and/or perform various forms of music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare and contrast different roles musicians assume in various cultures and music settings, and describe skills and training needed.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).

## BAND COURSE OF STUDY – Grade Twelve

<b><i>CONTENT STANDARD/BENCHMARKS (by the end of the 9-12 Program)</i></b>
<b>Historical, Cultural and Social Contexts</b>
Students will: <ul style="list-style-type: none"><li>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</li><li>B. Research and explain how music and composers both influence and are influenced by society and culture.</li></ul>
<b>Creative Expression and Communication</b>
Students will: <ul style="list-style-type: none"><li>A. Play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.</li><li>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</li></ul>
<b>Analyzing and Responding</b>
Students will: <ul style="list-style-type: none"><li>A. Analyze and evaluate music selections based upon established criteria.</li><li>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</li><li>C. Analyze common harmonic progressions in selected repertoire aurally.</li><li>D. Apply appropriate established criteria to evaluate a variety of music performances.</li></ul>
<b>Valuing Music/Aesthetic Reflection</b>
Students will: <ul style="list-style-type: none"><li>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</li><li>B. Explain how people differ in their music preferences based on their personal experiences.</li><li>C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music works both written and performed.</li></ul>
<b>Connections, Relationships and Applications</b>
Students will: <ul style="list-style-type: none"><li>A. Articulate similarities and differences between music and other content areas.</li><li>B. Apply technology in creating, performing and/or researching music.</li><li>C. Compare and contrast several cultures' music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.</li><li>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.</li></ul>



# CHORAL MUSIC





## CHORAL MUSIC

Choir is a discipline, which enhances artistic ability, expression, and imagination. Participation in a choral ensemble nurtures artistry, discipline, teamwork, and personal growth. Choral students also develop self-expression and aesthetic awareness while preparing for a lifetime of continued learning and appreciation in music.<sup>1,2</sup>

Choral technique is the application of vocal skills and musical understanding to the music itself. Traditional voice parts include two-part (SA), three-part (SSA, SAB, TTB), four-part (SATB, SSAA, TTBB). Advanced choirs explore various complex voicings such as SSATTB, SSAATTBB. There are many vocal skills and choral techniques that singers of all ages need to develop to continue reaching higher levels of music maturity. It is essential that certain skills and techniques be introduced very early and then reinforced frequently over an extended period of time to ensure sequential development. Student singers need to be shown individually, and through small ensemble and large group participation, how to focus their development in specific ways to ensure improvement.

Some of the more important skills and techniques that need to be introduced and refined in choral music are:

- Vocal health and development
- Posture (sitting, standing)
- Breath support
- Tone quality
- Intonation (accuracy of pitch)
- Diction (vowels, consonants, diphthongs, pronunciation, enunciation, articulation)
- Blend and balance (listening to self and others, and to voice parts and their functions)
- Interpretation (understanding and application, rise and fall of the melodic line, musical style)
- Sight-Singing (using a system such as solfege, numbers or note names)
- Ensemble Performance and Listening Skills

By definition, performance is any time music is sung during either rehearsal or concert setting. It is important that the performing organization(s) of the school has sufficient opportunity to demonstrate their achievements by means of public performance. Because music is an aural art, public performances constitute an essential aspect of the choral music program and serve as a necessary application of skills through a culminating musical event for the students.

This choral curriculum will provide music students with a meaningful, motivating choral experience and will help students build music knowledge and skills based on the use of the music content standards.

<sup>1</sup>[www.washington.k12.mo.us/curriculum/music/GL95569.htm](http://www.washington.k12.mo.us/curriculum/music/GL95569.htm)

<sup>2</sup>[belcanto.bfn.org/mission.html](http://belcanto.bfn.org/mission.html)

## CHORAL MUSIC

### Content Standard: Historical, Cultural, and Social Contexts

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context musical expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social, and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Music Form</i>	1. Recognize, demonstrate, and identify theme and variations in music.	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations)
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.	2. Examine the chronological development of various music styles (e.g., opera, American Musical Theatre). <i>Ex.</i> , opera experience
<i>Historical Periods</i>	3. Research and identify music instruments from different historical periods and world cultures. 4. Recognize and discuss the influence of American history on the development of folk music.	3. Identify the major periods or genres in the development of world music history: (e.g., Renaissance, Baroque, Classical, Romantic, 20 <sup>th</sup> century, opera, musical theatre).
<i>Identifying Specific Composers/Works</i>	5. Identify, listen, and respond to music of different composers.	4. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	6. Describe the conditions under which music is created and performed in various cultures.	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.



*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.	<p><b>A. Compare and contrast styles and forms of music from various historical periods.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Checklist</li> <li>• Written examples</li> </ul> <p><b>B. Identify composers and classify them according to chronological historical periods.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group projects</li> <li>• Checklist</li> <li>• Listening journals</li> </ul> <p><b>C. Describe how events during various historical periods have influenced the development of music</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Class discussion</li> <li>• Listening journals</li> </ul>
2. Demonstrate how the elements of music are used to create various music styles.	2. Examine 20 <sup>th</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.	
3. Identify representative music examples from music literature and respond to the style of the historical period of music.	3. Compare representative music examples from different historical time periods.	
4. Classify by composer and historical period a varied body of exemplary music works.	4. Compare and contrast selected composers and their works.	
5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.	5. Discuss how current developments in music reflect society in reference to themselves, their community, and the world around them.	

## CHORAL MUSIC

Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Sing and/or play alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments independently and with other contrasting parts.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.</li> <li>2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>4. Create short melodies on a pitched music instrument using traditional notation.</li> <li>5. Improvise melodies in a call-and-response setting.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create and notate music compositions using one or more parts.</li> <li>5. Improvise melodies over a given bass line.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythm patterns (in 2/4, 3/4, and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.</li> <li>7. Read, write, and perform diatonic melodies with <i>fa</i> and <i>ti</i> and the major scale on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters).</li> <li>8. Identify key signatures (C, G, F, B-flat, D).</li> </ol>	<ol style="list-style-type: none"> <li>6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4, and 6/8 meter.</li> <li>7. Identify whole steps and half steps in the major scales.</li> <li>8. Recognize basic key signatures (C, G, F, B-flat, D).</li> </ol>

Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.</li> <li>2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.</li> <li>3. Respond appropriately to the cues of a conductor.</li> </ol>	<p><b>A. Perform a piece of music, independently or in group, with technical accuracy and expression.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance-based (concert, mini-program during school, small group performance, impromptu)</li> <li>• Audio/Video Record</li> <li>• Student critique of performance</li> <li>• Teacher observation</li> </ul>
<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major scales.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create music compositions using one or more parts in duple, triple, and mixed meters.</li> <li>5. Improvise melodies using major and minor scales.</li> </ol>	<p><b>B. Improvise or compose a short melody that includes key signatures and meter signature with proper notation in treble or bass clef.</b></p>
<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major scales.</li> <li>8. Identify and use key signatures.</li> <li>9. Identify and/or notate the following concert major scales (Vocal/Choral: C, G, F).</li> <li>10. Read and notate melodies in bass clef.</li> </ol>	<ol style="list-style-type: none"> <li>6. Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</li> <li>7. Identify whole steps, half steps, and intervals in major and natural minor scales.</li> <li>8. Read and notate melodies in bass clef.</li> <li>9. Identify and/or notate the following concert pitch major scales (Vocal/Choral: C, G, D, F, B-flat).</li> </ol>	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Composing – written document/written reflection</li> <li>• Peer instruction</li> <li>• Performance</li> </ul> <p><b>C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist (e.g., check off students who can do it independently)</li> <li>• Written reflection</li> </ul>

## CHORAL MUSIC

### Content Standard: *Analyzing and Responding*

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Identify selected electronic and world music instruments.</li> <li>2. Identify dynamics, tempo, meter, and tonality in various pieces of music aurally.</li> <li>3. Identify terms related to form (e.g., DC al Fine; DS dal segno; DS al Coda; repeat signs, first and second endings).</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.</li> <li>2. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.</li> <li>3. Describe the principles of breathing techniques, good posture and tone production.</li> </ol>
<i>Analyze Form/Style in a Piece of Music</i>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music using music vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>4. Analyze a piece of music with more than one movement using the elements of music.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>5. Evaluate and describe individual and group performance.</li> <li>6. Differentiate between melody and harmony.</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.</li> </ol>

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Apply music vocabulary to describe a varied repertoire of music.</li> <li>2. Describe the use of meter and rhythm in the music of various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.</li> </ol>	<p><b>A. Describe and evaluate a piece of music using developed criteria based on the elements of music and music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal Reflection/Discussion</li> <li>• Student critique of music selections</li> </ul>
<ol style="list-style-type: none"> <li>3. Analyze form identifying distinct sections of a larger music work.</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify components of larger music works (e.g., symphony, mass, concerto).</li> <li>3. Identify distinct sections in a larger music work aurally.</li> </ol>	<p><b>B. Analyze the structure of larger music works and the sections comprised within.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written essay</li> <li>• Score marking</li> <li>• Perception chart</li> </ul>
<ol style="list-style-type: none"> <li>4. Apply detailed criteria for evaluating the quality and effectiveness of music performance and composition.</li> </ol>	<ol style="list-style-type: none"> <li>4. Use appropriate criteria to support personal preferences for specific music works.</li> </ol>	<p><b>C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Written essay</li> </ul>

## CHORAL MUSIC

### Content Standard: *Valuing Music/Aesthetic Reflection*

Students demonstrate an understanding of reason why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Reflection</i>	<ol style="list-style-type: none"> <li>1. Describe audience etiquette associated with various music performance and settings.</li> <li>2. Identify and discuss the aesthetic qualities in the student's own performances and in the performance of others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. View or attend and reflect on a variety of live music performances. (ex., opera experience)</li> </ol>
<i>Derive Meaning</i>	<ol style="list-style-type: none"> <li>3. Demonstrate how music communicates meaning through text, feelings, moods, or images.</li> <li>4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.</li> </ol>	<ol style="list-style-type: none"> <li>3. Communicate ideas about the importance of music in every day life.</li> <li>4. Describe the emotional connection to the musical experience.</li> </ol>
<i>Making Informed Judgments</i>	<ol style="list-style-type: none"> <li>5. Explain how expressive music elements determine the quality of a composition.</li> <li>6. Develop and apply criteria to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>5. Critique a variety of music performances.</li> </ol>

*Benchmarks*

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice audience etiquette in selected music settings.</li> <li>2. Participate in and reflect on a variety of live music performances and activities.</li> </ol>	<p><b>A. Reflect on and describe how music performance and settings affect audience response.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> </ul>
<ol style="list-style-type: none"> <li>3. Discuss how music preferences reflect people’s values.</li> </ol>	<ol style="list-style-type: none"> <li>3. Explain how and why people use and respond to music.</li> </ol>	<p><b>B. Reflect on why others may have different music preferences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Written essay</li> </ul>
<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<ol style="list-style-type: none"> <li>4. Evaluate music performances and compositions based on elements of music.</li> <li>5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.</li> </ol>	<p><b>C. Justify one’s personal preference of music choice using music vocabulary.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> </ul>

## CHORAL MUSIC

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Five</i>	<i>Grade Six</i>
<i>Making Connections Between Music and other Arts</i>	<ol style="list-style-type: none"> <li>1. Interpret music through dance, drama and visual art.</li> <li>2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.</li> <li>3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ways that music relates to other art forms using appropriate terminology.</li> <li>2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.</li> <li>3. Integrate art forms into a well-organized music presentation.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>4. Describe how knowledge of music connects to learning in other subject areas.</li> </ol>	<ol style="list-style-type: none"> <li>4. Compare and contrast subject matter common to music and other subject areas.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>5. Discuss how culture influences music.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify different functions and uses of music in their own and other cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>6. Identify the specific skills needed to be a musician.</li> </ol>	<ol style="list-style-type: none"> <li>7. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role.</li> <li>8. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).</li> </ol>



Benchmarks

<i>Grade Seven</i>	<i>Grade Eight</i>	<i>By the end of the 5-8 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Identify similarities and differences in the meanings of common terms used in the various arts.</li> <li>2. Integrate art forms into a well-organized music presentation.</li> <li>3. Identify involvement in the arts as a listener, creator and performer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.</li> <li>2. Describe how roles of creators, performers and others involved in music are similar to or different from those in art forms.</li> </ol>	<p><b>A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Journal</li> <li>• Vocabulary list</li> </ul> <p><b>B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group project</li> <li>• Class discussion</li> </ul> <p><b>C. Identify various ways music affects their lives.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Journal</li> </ul> <p><b>D. Identify various careers in music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Group project</li> <li>• Verbal reflection/Discussion</li> <li>• Job shadowing</li> </ul>
<ol style="list-style-type: none"> <li>4. Describe ways in which technology is used in creating, performing and listening to music.</li> <li>5. Identify problem-solving and creative thinking skills used in music.</li> </ol>	<ol style="list-style-type: none"> <li>3. Apply technology in creating, performing and/or researching music.</li> <li>4. Use problem-solving and creative thinking skills experienced in other disciplines in music.</li> </ol>	
<ol style="list-style-type: none"> <li>6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Identify various uses of music in their daily experiences.</li> <li>6. Describe characteristics that make their change of music applicable to their daily experiences.</li> </ol>	
<ol style="list-style-type: none"> <li>7. Identify exemplary music role models and describe their activities and achievements in the music field.</li> </ol>	<ol style="list-style-type: none"> <li>7. Identify non-performing careers in music. (<i>e.g., recording engineer, instrument manufacturer, instrument repair and maintenance, music publishing</i>)</li> </ol>	

## CHORAL MUSIC

### Content Standard: *Historical, Cultural, and Social Contexts*

Students demonstrate knowledge and understanding of a variety of music styles and cultures and the context musical expression or events, both past and present. Students identify significant contributions of composers and performers to our music heritage. Students analyze the historical, social, and political forces that have influenced the function and role of music in the lives of people.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures, and historical periods.	2. Interpret various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Recognize and classify Western music literature by historical periods.	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Discuss and perform music literature from various composers.	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences - Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved (e.g., slavery – spiritual; work songs, ballads).	5. Explain how technology has influenced the development of music over time.

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Identify and trace the development of music forms across historical periods.	1. Evaluate how music forms are influenced by history.	<p><b>A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Checklist</li> <li>• Class discussion</li> <li>• Performance (individual, ensemble, full choir)</li> <li>• listening journals</li> </ul> <p><b>B. Research and explain how music and composers both influence and are influenced by society and culture.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Written reflections</li> <li>• Class discussion</li> <li>• Group projects</li> <li>• listening journals</li> </ul>
2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.	2. Critique various music styles from the United States, other cultures, and historical periods.	
3. Compare and contrast the performance practices of music from various historical periods.	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.	
4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.	4. Demonstrate through performance the stylistic differences of various composers and their works.	
5. Explain how music reflects the political and social events of history (e.g., protest songs of the 1960s).	5. Explain how music reflects the social events of history.	

## CHORAL MUSIC

Content Standard: *Creative Expression and Communication*

Students sing, play instruments, improvise, compose, read, and notate music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Singing and Playing</i>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.</li> <li>2. Demonstrate technical accuracy, appropriate tone quality, articulation, and expression for the work being performed with good posture and breath control.</li> <li>3. Respond appropriately to the cues of a conductor or section leader.</li> <li>4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.</li> <li>5. Demonstrate sight-reading abilities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.</li> <li>2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.</li> <li>3. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.</li> <li>4. Demonstrate sight-reading abilities.</li> </ol>
<i>Improvising and Composing</i>	<ol style="list-style-type: none"> <li>6. Improvise over given chord progressions (e.g., gospel solo, scat singing, <i>Hoe Down</i> from the television show – “Whose Line Is It Anyway?”).</li> </ol>	<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions.</li> </ol>
<i>Reading and Notating</i>	<ol style="list-style-type: none"> <li>7. Identify and/or notate major scales; (Vocal/Choral: A, D, G, C, F, B-flat, E-flat).</li> <li>8. Read, perform, and/or notate a one-octave chromatic scale, ascending and descending.</li> <li>9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple, and compound meters.</li> <li>10. Define vocabulary in all rehearsed and performed music.</li> </ol>	<ol style="list-style-type: none"> <li>6. Identify and/or notate major scales and their relative minor forms; [Vocal/Choral; E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat].</li> <li>7. Read and perform literature using the key signatures in Indicator 6 above.</li> <li>8. Read complex rhythms in mixed meter.</li> <li>9. Incorporate expressive symbols and terms when sight-reading.</li> <li>10. Interpret articulations, expressive symbols and terms.</li> </ol>

Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<ol style="list-style-type: none"> <li>1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.</li> <li>2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.</li> <li>3. Demonstrate advanced tonal concepts in singing or playing an instrument.</li> <li>4. Sing or play a music composition incorporating all of the elements of music and demonstrating an understanding of music style and form.</li> </ol>	<ol style="list-style-type: none"> <li>1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality.</li> <li>2. Sing or play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.</li> </ol>	<p><b>A. Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader’s cues and gestures.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Student self-critique</li> <li>• Peer critique</li> <li>• Audio/Video recording</li> </ul> <p><b>B. Read, perform or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.</b></p>
<ol style="list-style-type: none"> <li>5. Improvise over given chord progressions and symbols.</li> </ol>	<ol style="list-style-type: none"> <li>3. Improvise over given choral progressions and symbols.</li> </ol>	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Portfolio</li> <li>• Composing – written document/written reflection</li> </ul>
<ol style="list-style-type: none"> <li>6. Identify and/or notate major scales; [Vocal/Choral: B, E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat].</li> <li>7. Read and perform music literature in a wide variety of major and minor keys.</li> <li>8. Read and perform music literature that incorporates modal scales.</li> <li>9. Identify homophonic and polyphonic texture.</li> <li>10. Interpret articulations, expressive symbols and terms when performing.</li> </ol>	<ol style="list-style-type: none"> <li>4. Sight-read major, minor and chromatic melodies.</li> <li>5. Identify and/or notate major scales and selected minor forms [Vocal/Choral: C#, F#, B, E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat, G-flat, C-flat].</li> <li>6. Interpret music symbols and terms expressively when performing a varied repertoire of music.</li> </ol>	

## CHORAL MUSIC

### Content Standard: *Analyzing and Responding*

Students listen to a varied repertoire of music and respond by analyzing and describing music using correct terminology. Students evaluate the creating and performing of music by using appropriate criteria.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Describe (vocabulary) the Elements of Music</i>	<ol style="list-style-type: none"> <li>1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, vowel formation, vocal placement).</li> <li>2. Describe basic terminology and symbols used in a varied repertoire of music.</li> <li>3. Compare how the elements of music are used in music examples of contrasting genre and/or culture. (e.g., form, texture, meter)</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.</li> <li>2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.</li> </ol>
<i>Analyze Form/Style in a Piece of Music</i>	<ol style="list-style-type: none"> <li>4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.</li> <li>5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.</li> </ol>	<ol style="list-style-type: none"> <li>3. Respond to conducting patterns and gestures to interpret selected pieces musically.</li> <li>4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.</li> </ol>
<i>Evaluate (based on criteria)</i>	<ol style="list-style-type: none"> <li>6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.</li> </ol>	<ol style="list-style-type: none"> <li>5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.</li> </ol>

*Benchmarks*

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
<p>1. Demonstrate extensive knowledge of the technical vocabulary of music.</p>	<p>1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music work.</p>	<p><b>A. Analyze and evaluate music selections based upon established criteria.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Student critique of choral music selections</li> </ul> <p><b>B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.</b></p>
<p>2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.</p> <p>3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.</p> <p>4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.</p>	<p>2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.</p> <p>3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.</p>	<p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> </ul> <p><b>C. Analyze common harmonic progressions in selected repertoire aurally.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> </ul>
<p>5. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.</p>	<p>4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.</p>	<p><b>D. Apply appropriate established criteria to evaluate a variety of music performances.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher observation/evaluation</li> <li>• Written evaluation</li> <li>• Student critique</li> <li>• Class discussion</li> </ul>

## CHORAL MUSIC

### Content Standard: *Valuing Music/Aesthetic Reflection*

Students demonstrate an understanding of reason why people value music in their lives and a respect for diverse opinions regarding music preferences. Students articulate the significance of music in their lives.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.	3. Defend choices of music works and performances based upon knowledge of music concepts.



Benchmarks

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Critique their performances or compositions in terms of the aesthetic qualities.	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.	<p><b>A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal Reflection/Discussion</li> </ul> <p><b>B. Explain how people differ in their music preferences based on their personal experiences.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Verbal reflection/Discussion</li> <li>• Essay</li> </ul> <p><b>C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music works both written and performed.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Music Listening Journal</li> <li>• Verbal reflection/Discussion</li> <li>• Student critique</li> </ul>
2. Discuss how the purpose, meaning, and value of music works change because of the impact of life experiences. 3. Evaluate music works and performances using criteria for aesthetic qualities.	2. Form a personal philosophy about the purpose of music. 3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.	
4. Defend choices of music works and performances based upon knowledge of music concepts.	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.	

## CHORAL MUSIC

### Content Standard: Connections, Relationships, and Applications

Students identify similarities and differences between music and other arts disciplines. Students recognize the relationship between concepts and skills learned through music with knowledge learned in other curricular subjects, life experiences, and potential careers within and outside the arts. Students develop a desire for life-long learning in music.

*Students will:*

<i>Organizers</i>	<i>Grade Nine</i>	<i>Grade Ten</i>
<i>Making Connections Between Music and other Arts</i>	<ol style="list-style-type: none"> <li>1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.</li> <li>2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theatre, opera).</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how the creative process is used in similar and different ways in the arts.</li> </ol>
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	<ol style="list-style-type: none"> <li>3. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>4. Explain the role of technology in creating, performing and listening to music.</li> <li>5. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>	<ol style="list-style-type: none"> <li>2. Apply problem-solving and creative thinking skills used in music to other content areas.</li> <li>3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.</li> <li>4. Incorporate subject matter common to music and other academic areas into a music presentation.</li> </ol>
<i>Relationships Between Music and Culture</i>	<ol style="list-style-type: none"> <li>6. Describe the role of music and musicians in various cultures.</li> </ol>	<ol style="list-style-type: none"> <li>5. Use accurate music terminology to describe similarities and differences in music from various cultures.</li> </ol>
<i>Careers and Career-Related Skills</i>	<ol style="list-style-type: none"> <li>7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).</li> </ol>	<ol style="list-style-type: none"> <li>6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).</li> </ol>

*Benchmarks*

<i>Grade Eleven</i>	<i>Grade Twelve</i>	<i>By the end of the 9-12 program, Students will:</i>
1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.	1. Recognize aesthetic characteristics common to all art forms.	<p><b>A. Articulate similarities and differences between music, other content areas.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Journal</li> </ul>
2. Apply problem-solving and creative thinking skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	2. Apply the creative thinking and problem-solving skills used in music to other content areas. 3. Use technology to create and/or perform various forms of music. 4. Incorporate subject matter common to music and other academic areas into a music presentation.	<p><b>B. Apply technology in creating, performing, and/or researching music.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Research Project (using computer lab)</li> <li>• Interactive SMART board activities</li> </ul>
5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.	5. Compare and contrast different rules musicians assume in various cultures and music settings, and describe skills and training needed.	<p><b>C. Compare and contrast several cultures' music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Research project.</li> </ul>
6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).	<p><b>D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.</b></p> <p>Assessment Strategies:</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Portfolio</li> <li>• Job shadowing</li> </ul>



# CHORAL MUSIC

CONTENT STANDARDS  
BENCHMARKS, INDICATORS and ORGANIZERS  
by Grade Level

**CHORAL COURSE OF STUDY – Grade Five**

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, demonstrate, and identify theme and variations in music.
<i>Music Styles</i>	2. Compare and contrast music from various world cultures.
<i>Historical Periods</i>	3. Research and identify music instruments from different historical periods and world cultures.
	4. Recognize and discuss the influence of American history on the development of folk music.
<i>Identifying Specific Composers/Works</i>	5. Identify, listen, and respond to music of different composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	6. Describe the conditions under which music is created and performed in various cultures.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play alone and with others, using good posture and breath control a varied repertoire of music representing diverse genres and cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments independently and with other contrasting parts.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create short melodies on a pitched music instrument using traditional notation.
	5. Improvise melodies in a call-and-response setting.
<i>Reading and Notating</i>	6. Read, write, and perform rhythm patterns (in 2/4, 3/4, and 4/4 meter) using sixteenth through whole notes including dotted half-note and syncopated rhythms.
	7. Read, write, and perform diatonic melodies with <i>fa</i> and <i>ti</i> and the major scale on the treble staff in G-do, F-do and C-do using a system (e.g., solfege, numbers, or letters).
	8. Identify key signatures (C, G, F, B-flat, D).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Identify selected electronic and world music instruments.
	2. Identify dynamics, tempo, meter, and tonality in various pieces of music aurally.
	3. Identify terms related to form (e.g., DC al Fine; DS dal segno; DS al Coda; repeat signs, first and second endings).

## CHORAL MUSIC COURSE OF STUDY – Grade Five

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding (continued)</b>
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze a piece of music using music vocabulary.
<i>Evaluate (based on criteria)</i>	5. Evaluate and describe individual and group performance.
	6. Differentiate between melody and harmony.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe audience etiquette associated with various music performance and settings.
	2. Identify and discuss the aesthetic qualities in the student’s own performances and in the performance of others.
<i>Derive Meaning</i>	3. Demonstrate how music communicates meaning through text, feelings, moods, or images.
	4. Identify the elements of music that contribute to the aesthetic qualities in a specific music work.
<i>Making Informed Judgments</i>	5. Explain how expressive music elements determine the quality of a composition.
	6. Develop and apply criteria to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Interpret music through dance, drama and visual art.
	2. Identify the use of similar elements in music and other art forms and compare how ideas and emotions are expressed in each art form using the same elements.
	3. Define basic terms (e.g., texture, color, form, movement) associated with various art forms and use them to describe music events.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe how knowledge of music connects to learning in other subject areas.
<i>Relationships Between Music and Culture</i>	5. Discuss how culture influences music.
<i>Careers and Career-Related Skills</i>	6. Identify the specific skills needed to be a musician.

## CHORAL MUSIC COURSE OF STUDY – Grade Six

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Describe distinguishing characteristics of music forms (i.e., verse-refrain, AB, ABA, rondo, canon, theme and variations)
<i>Music Styles</i>	2. Examine the chronological development of various music styles (e.g., opera, American Musical Theatre). <i>Ex.</i> , opera experience
<i>Historical Periods</i>	3. Identify the major periods or genres in the development of world music history: (e.g., Renaissance, Baroque, Classical, Romantic, 20 <sup>th</sup> century, opera, musical theatre).
<i>Identifying Specific Composers/Works</i>	4. Identify selected composers and their works and place them in the appropriate historical period.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and identify contextual elements (e.g., time, location, current events, culture, social and political climate) that shape the development of music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, with good posture and breath control throughout their range, a varied repertoire of music representing diverse cultures with appropriate expressive qualities (dynamics, tempo) for the work being performed.
	2. Play a variety of instruments, alone and with others, with increasingly complex rhythms and melodic phrases.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create and notate music compositions using one or more parts.
	5. Improvise melodies over a given bass line.
<i>Reading and Notating</i>	6. Read, write and perform rhythm patterns in 2/4, 3/4, 4/4, and 6/8 meter.
	7. Identify whole steps and half steps in the major scales.
	8. Recognize basic key signatures (C, G, F, B-flat, D).
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the instruments that are used in Western traditional instrumental ensembles and in world music ensembles.
	2. Distinguish the use of dynamics, meter, tempo and tonality in various pieces of music.
	3. Describe the principles of breathing techniques, good posture and tone production.



## CHORAL MUSIC COURSE OF STUDY – Grade Six

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding (continued)</b>
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze a piece of music with more than one movement using the elements of music.
<i>Evaluate (based on criteria)</i>	5. Develop criteria for evaluating quality and effectiveness of music performances and compositions.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings.
	2. View or attend and reflect on a variety of live music performances. (ex., opera experience)
<i>Derive Meaning</i>	3. Communicate ideas about the importance of music in every day life.
	4. Describe the emotional connection to the musical experience.
<i>Making Informed Judgments</i>	5. Critique a variety of music performances.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Describe ways that music relates to other art forms using appropriate terminology.
	2. Compare in music and other art forms how the characteristic materials of each art (e.g., sound in music, movement in dance) can be used to transform similar events, scenes, emotions or ideas into works of art.
	3. Integrate art forms into a well-organized music presentation.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Compare and contrast subject matter common to music and other subject areas.
<i>Relationships Between Music and Culture</i>	5. Identify different functions and uses of music in their own and other cultures.
<i>Careers and Career-Related Skills</i>	6. Describe the roles musicians assume in various cultures and music settings and identify skills needed for each role.
	7. Identify various careers for musicians (e.g., in education, in entertainment, and to provide technical support).

## CHORAL MUSIC COURSE OF STUDY – Grade Seven

<i>Organizers</i>	<i>CONTENT STANDARD/INDICATOR</i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Demonstrate how the elements of music are used to create various music styles.
<i>Historical Periods</i>	3. Identify representative music examples from music literature and respond to the style of the historical period of music.
<i>Identifying Specific Composers/Works</i>	4. Classify by composer and historical period a varied body of exemplary music works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Recognize and identify historical and cultural contexts (e.g., time and place of a music event) that have influenced music.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple, and mixed meters.
	5. Improvise melodies using major scales.
<i>Reading and Notating</i>	6. Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps, and intervals in major scales.
	8. Identify and use key signatures.
	9. Identify and/or notate the following concert major scales (Vocal/Choral: C, G, F).
	10. Read and notate melodies in bass clef.

## CHORAL MUSIC COURSE OF STUDY – Grade Seven

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Apply music vocabulary to describe a varied repertoire of music. 2. Describe the use of meter and rhythm in the music of various cultures.
<i>Analyze Form/Style in a Piece of Music</i>	3. Analyze form identifying distinct sections of a larger music work.
<i>Evaluate (based on criteria)</i>	4. Apply detailed criteria for evaluating the quality and effectiveness of music performance and composition.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings. 2. Participate in and reflect on a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Discuss how music preferences reflect people’s values.
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music. 5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Identify similarities and differences in the meanings of common terms used in the various arts. 2. Integrate art forms into a well-organized music presentation. 3. Identify involvement in the arts as a listener, creator and performer.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	4. Describe ways in which technology is used in creating, performing and listening to music. 5. Identify problem-solving and creative thinking skills used in music.
<i>Relationships Between Music and Culture</i>	6. Using elements of music, describe the distinguishing characteristics of music from a variety of cultures.
<i>Careers and Career-Related Skills</i>	7. Identify exemplary music role models and describe their activities and achievements in the music field.

## CHORAL MUSIC COURSE OF STUDY – Grade Eight

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize, identify and demonstrate form in world music (e.g., Western and non-Western) and popular music.
<i>Music Styles</i>	2. Examine 20 <sup>th</sup> century contemporary music styles and describe the distinctive characteristics in a repertoire of exemplary works.
<i>Historical Periods</i>	3. Compare representative music examples from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast selected composers and their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Discuss how current developments in music reflect society in reference to themselves, their community, and the world around them.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing and/or play, alone and with others, a varied repertoire of music representing diverse genres and cultures showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key, and meter.
	2. Perform accurately, alone and in small and large groups, with good posture producing an appropriate tone quality.
	3. Respond appropriately to the cues of a conductor.
<i>Improvising and Composing</i>	4. Create music compositions using one or more parts in duple, triple, and mixed meters.
	5. Improvise melodies using major and minor scales.
<i>Reading and Notating</i>	6. Read, write, and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.
	7. Identify whole steps, half steps, and intervals in major and natural minor scales.
	8. Read and notate melodies in bass clef.
	9. Identify and/or notate the following concert pitch major scales (Vocal/Choral: C, G, D, F, B-flat).

## CHORAL MUSIC COURSE OF STUDY – Grade Eight

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Compare and contrast a varied repertoire of music on the basis of how music elements are used to make the works unique and expressive.
<i>Analyze Form/Style in a Piece of Music</i>	2. Identify components of larger music works (e.g., symphony, mass, concerto).
	3. Identify distinct sections in a larger music work aurally.
<i>Evaluate (based on criteria)</i>	4. Use appropriate criteria to support personal preferences for specific music works.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Practice audience etiquette in selected music settings.
	2. Participate in and reflect on a variety of live music performances and activities.
<i>Derive Meaning</i>	3. Explain how and why people use and respond to music.
<i>Making Informed Judgments</i>	4. Evaluate music performances and compositions based on elements of music.
	5. Develop and apply criteria based on the elements of music to support personal preferences for specific music works.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Compare in two or more art forms the common terms and contrasting definitions used for various artistic elements.
	2. Describe how roles of creators, performers and others involved in music are similar to or different from those in art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply technology in creating, performing and/or researching music.
	4. Use problem-solving and creative thinking skills experienced in other disciplines in music.
<i>Relationships Between Music and Culture</i>	5. Identify various uses of music in their daily experiences.
	6. Describe characteristics that make their change of music applicable to their daily experiences.
<i>Careers and Career-Related Skills</i>	7. Identify non-performing careers in music. (e.g., recording engineer, instrument manufacturer, instrument repair and maintenance, music publishing)

## CHORAL MUSIC COURSE OF STUDY – Grade Eight

### ***CONTENT STANDARD/BENCHMARKS (by the end of the 5-8 program)***

#### **Historical, Cultural and Social Contexts**

Students will:

- A. Compare and contrast styles and forms of music from various historical periods.
- B. Identify composers and classify them according to chronological historical periods.
- C. Describe how events during various historical periods have influenced the development of music

#### **Creative Expression and Communication**

Students will:

- A. Perform a piece of music, independently or in group, with technical accuracy and expression.
- B. Improvise or compose a short melody that includes key signatures and meter signature with proper notation in treble or bass clef.
- C. Identify and recognize in a piece of music the following: clef, key signature, meter signature, tempo, dynamic markings and note values.

#### **Analyzing and Responding**

Students will:

- A. Describe and evaluate a piece of music using developed criteria based on the elements of music and music vocabulary.
- B. Analyze the structure of larger music works and the sections comprised within.
- C. Apply appropriate criteria to support personal preferences for music choice and evaluate the quality and effectiveness of a music performance.

#### **Valuing the Arts/Aesthetic Reflection**

Students will:

- A. Reflect on and describe how music performance and settings affects audience response.
- B. Reflect on why others may have different music preferences.
- C. Justify one's personal preference of music choice using music vocabulary.

#### **Connections, Relationships and Applications**

Students will:

- A. Compare and contrast common terms used in and for the interpretation of music and other arts disciplines.
- B. Demonstrate ways that subject matter of other disciplines is interrelated with that of music.
- C. Identify various ways music affects their lives.
- D. Identify various careers in music.



## CHORAL MUSIC COURSE OF STUDY – Grade Nine

<i>Organizers</i>	<i>CONTENT STANDARD/INDICATOR</i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Recognize and describe form in the music literature of various historical periods.
<i>Music Styles</i>	2. Compare various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Recognize and classify Western music literature by historical periods.
<i>Identifying Specific Composers/Works</i>	4. Discuss and perform music literature from various composers.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Identify the social context from which music of various cultures evolved (e.g., slavery – spiritual; work songs, ballads).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing or play, alone and/or in ensembles, a varied repertoire of music representing diverse genres and cultures.
	2. Demonstrate technical accuracy, appropriate tone quality, articulation, and expression for the work being performed with good posture and breath control.
	3. Respond appropriately to the cues of a conductor or section leader.
	4. Demonstrate ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) at an appropriate level of difficulty when performing as part of a group.
	5. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	6. Improvise over given chord progressions (e.g., gospel solo, scat singing, <i>Hoe Down</i> from the television show – “Whose Line Is It Anyway?”).
<i>Reading and Notating</i>	7. Identify and/or notate major scales; (Vocal/Choral: A, D, G, C, F, B-flat, E-flat).
	8. Read, perform, and/or notate a one-octave chromatic scale, ascending and descending.
	9. Read and perform music with dotted eighth and sixteenth notes and syncopation in duple, triple, and compound meters.
	10. Define vocabulary in all rehearsed and performed music.



## CHORAL MUSIC COURSE OF STUDY – Grade Nine

<b>Organizers</b>	<b>CONTENT STANDARD/INDICATOR</b>
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe and imitate the correct technique of proper tone production (e.g., posture, breath support, vowel formation, vocal placement).
	2. Describe basic terminology and symbols used in a varied repertoire of music.
	3. Compare how the elements of music are used in music examples of contrasting genre and/or culture. (e.g., <i>form, texture, meter</i> )
<i>Analyze Form/Style in a Piece of Music</i>	4. Analyze how conducting patterns and gestures guide musical interpretation of selected pieces.
	5. Identify traditional harmonic progressions (e.g., I-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	6. Develop and apply criteria for evaluating the quality and effectiveness of their own performances and compositions and those of others.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Assess how the elements of music are used in a work to create images or evoke emotions.
<i>Derive Meaning</i>	2. Discuss how people from different backgrounds use and respond to music.
<i>Making Informed Judgments</i>	3. Select music works and performances based on knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Explain how basic arts elements (e.g., form, texture) are used in similar and different examples of music and other arts disciplines.
	2. Identify art forms that involve collaboration with multiple art forms (e.g., musical theatre, opera).
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	3. Apply problem-solving and creative thinking skills used in music to other content areas.
	4. Explain the role of technology in creating, performing and listening to music.
	5. Incorporate subject matter common to music and other academic areas into a music presentation.
	6. Describe the role of music and musicians in various cultures.
	7. Determine criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio).

## CHORAL MUSIC COURSE OF STUDY – Grade Ten

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Compare and contrast music forms used in vocal and instrumental genres from various historical periods.
<i>Music Styles</i>	2. Interpret various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Discuss and evaluate the performance of music from different historical time periods.
<i>Identifying Specific Composers/Works</i>	4. Examine (e.g., listening, performing, score study) music literature of various composers.
<i>Understanding Influences – Music and Society (social, cultural, political)</i>	5. Explain how technology has influenced the development of music over time.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Interpret selected music while singing or playing alone and/or in ensembles and demonstrate accurate use of various meters and more complex rhythms.
	2. Demonstrate good ensemble skills (e.g., balance, intonation, rhythmic unity, phrasing) while performing in a group.
	3. Perform a variety of phrases with attention to pitch and rhythmic accuracy, and demonstrate increased independence.
	4. Demonstrate sight-reading abilities.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions.
<i>Reading and Notating</i>	6. Identify and/or notate major scales and their relative minor forms; [Vocal/Choral; E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat].
	7. Read and perform literature using the key signatures in Indicator 6 above.
	8. Read complex rhythms in mixed meter.
	9. Incorporate expressive symbols and terms when sight-reading.
	10. Interpret articulations, expressive symbols and terms.

## CHORAL MUSIC COURSE OF STUDY – Grade Ten

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe the use of the elements of music as they relate to expression in a varied repertoire of music.
	2. Identify the tonality of a given work in relation to intervals and scales both aurally and visually.
<i>Analyze Form/Style in a Piece of Music</i>	3. Respond to conducting patterns and gestures to interpret selected pieces musically.
	4. Identify traditional harmonic progressions (e.g., I-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate the use of elements of music in music examples of contrasting genres and/or cultures.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Describe how the use of elements of music affects the aesthetic impact of a music selection.
<i>Derive Meaning</i>	2. Explain how people from different backgrounds use and respond to music and cite specific examples.
<i>Making Informed Judgments</i>	3. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Explain how the creative process is used in similar and different ways in the arts.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas.
	3. Demonstrate one or more uses of technology in creating, performing and/or listening to music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Use accurate music terminology to describe similarities and differences in music from various cultures.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, arts advocacy, consumer).

## CHORAL MUSIC COURSE OF STUDY – Grade Eleven

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Identify and trace the development of music forms across historical periods.
<i>Music Styles</i>	2. Analyze various music works on the basis of their stylistic qualities and the historical and cultural contexts in which they were created.
<i>Historical Periods</i>	3. Compare and contrast the performance practices of music from various historical periods.
<i>Identifying Specific Composers/Works</i>	4. Compare and contrast music selections from various composers and describe the distinguishing characteristics of their works.
<i>Understanding Influences Music and Society (social, cultural, political)</i>	5. Explain how music reflects the political and social events of history (e.g., protest songs of the 1960s).
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Prepare and accurately perform a varied repertoire of music incorporating more complex meters and rhythms in major and minor keys.
	2. Perform an appropriate part in an ensemble and demonstrate well-developed ensemble skills.
	3. Demonstrate advanced tonal concepts in singing or playing an instrument.
	4. Sing or play a music composition incorporating all of the elements of music and demonstrating an understanding of music style and form.
<i>Improvising and Composing</i>	5. Improvise over given chord progressions and symbols.
<i>Reading and Notating</i>	6. Identify and/or notate major scales; [Vocal/Choral: B, E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat].
	7. Read and perform music literature in a wide variety of major and minor keys.
	8. Read and perform music literature that incorporates modal scales.
	9. Identify homophonic and polyphonic texture.
	10. Interpret articulations, expressive symbols and terms when performing.

## CHORAL MUSIC COURSE OF STUDY – Grade Eleven

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Demonstrate extensive knowledge of the technical vocabulary of music.
<i>Analyze Form/Style in a Piece of Music</i>	2. Analyze a given work on the basis of how the elements of music are used in the selection to make it unique.
	3. Analyze how conducting patterns and gestures relate to musical interpretation of various selections.
	4. Identify traditional harmonic progressions (e.g., I-vi-IV-V-I) in selected repertoire aurally.
<i>Evaluate (based on criteria)</i>	5. Evaluate multiple performances of a specific music work based on selected criteria and musical interpretation.
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Critique their performances or compositions in terms of the aesthetic qualities.
<i>Derive Meaning</i>	2. Discuss how the purpose, meaning, and value of music works change because of the impact of life experiences.
	3. Evaluate music works and performances using criteria for aesthetic qualities.
<i>Making Informed Judgments</i>	4. Defend choices of music works and performances based upon knowledge of music concepts.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar and different.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply problem-solving and creative thinking skills used in music to other content areas.
	3. Use technology to create and/or perform various forms of music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare a music work with another work of art (e.g., dance, drama, visual art) from the same culture on the basis of similar non-arts influences.
<i>Careers and Career-Related Skills</i>	6. Use criteria to select music experiences that represent skills, abilities and accomplishments (e.g., developing a portfolio, college audition/admission, studio musician application).

**CHORAL MUSIC COURSE OF STUDY – Grade Twelve**

<b><i>Organizers</i></b>	<b><i>CONTENT STANDARD/INDICATOR</i></b>
	<b>Historical, Cultural and Social Contexts</b>
<i>Music Form</i>	1. Evaluate how music forms are influenced by history.
<i>Music Styles</i>	2. Critique various music styles from the United States, other cultures, and historical periods.
<i>Historical Periods</i>	3. Describe and demonstrate authentic performance practice representing the stylistic periods of music history.
<i>Identifying Specific Composers/Works</i>	4. Demonstrate through performance the stylistic differences of various composers and their works.
<i>Understanding Influences – Music and Society (social, cultural, political)</i>	5. Explain how music reflects the social events of history.
	<b>Creative Expression and Communication</b>
<i>Singing and Playing</i>	1. Sing or play, alone and/or in ensembles, advanced music literature and demonstrate accurate intonation and rhythm, fundamental skills, advanced technique, and a high degree of musicality.
	2. Sing or play a significant music composition incorporating all of the elements of music and demonstrating an understanding of music styles and form.
<i>Improvising and Composing</i>	3. Improvise over given choral progressions and symbols.
<i>Reading and Notating</i>	4. Sight-read major, minor and chromatic melodies.
	5. Identify and/or notate major scales and selected minor forms [Vocal/Choral: C#, F#, B, E, A, D, G, C, F, B-flat, E-flat, A-flat, D-flat, G-flat, C-flat].
	6. Interpret music symbols and terms expressively when performing a varied repertoire of music.
	<b>Analyzing and Responding</b>
<i>Describe (vocabulary) the Elements of Music</i>	1. Describe compositional devices and techniques (e.g., motives, imitation, suspension, retrograde) that are used to provide unity, variety and tension, and release in a music work.
<i>Analyze Form/Style in a Piece of Music</i>	2. Identify traditional harmonic progressions (e.g., I-vi-IV-ii-V7-I) in selected repertoire aurally.
	3. Analyze how conducting patterns and gestures relate to the musical interpretation of various selections.
<i>Evaluate (based on criteria)</i>	4. Evaluate multiple performances of a selected music work based on selected criteria and musical interpretation.

**CHORAL MUSIC COURSE OF STUDY – Grade Twelve**

<i><b>Organizers</b></i>	<i><b>CONTENT STANDARD/INDICATOR</b></i>
	<b>Valuing the Arts/Aesthetic Reflection</b>
<i>Reflection</i>	1. Respond to the aesthetic qualities of a performance intellectually by using music terminology.
<i>Derive Meaning</i>	2. Form a personal philosophy about the purpose of music.
	3. Explain how the purpose, meaning, and value of selected music works change because of the impact of life experiences.
<i>Making Informed Judgments</i>	4. Alter music works, performances or composition presentations to enhance the equality of the music selection.
	<b>Connections, Relationships and Applications</b>
<i>Making Connections Between Music and other Arts</i>	1. Recognize aesthetic characteristics common to all art forms.
<i>Making Connections Between Music and Disciplines Outside the Arts</i>	2. Apply the creative thinking and problem-solving skills used in music to other content areas.
	3. Use technology to create and/or perform various forms of music.
	4. Incorporate subject matter common to music and other academic areas into a music presentation.
<i>Relationships Between Music and Culture</i>	5. Compare and contrast different rules musicians assume in various cultures and music settings, and describe skills and training needed.
<i>Careers and Career-Related Skills</i>	6. Explore and identify opportunities for life-long involvement in music (e.g., religious/community music organizations, advocacy, consumer).

## CHORAL MUSIC COURSE OF STUDY – Grade Twelve

### ***CONTENT STANDARD/BENCHMARKS (by the end of the 9-12 program)***

#### **Historical, Cultural and Social Contexts**

Students will:

- A. Identify music forms from various cultures and historical periods and create or perform representative repertoire with stylistic accuracy.
- B. Research and explain how music and composers both influence and are influenced by society and culture.

#### **Creative Expression and Communication**

Students will:

- A. Sing and/or play independently or in ensembles, demonstrating technical and stylistic accuracy and musical expressiveness with appropriate responses to a leader's cues and gestures.
- B. Read, perform, or compose music repertoire using a variety of tonalities while demonstrating an understanding of the language of music.

#### **Analyzing and Responding**

Students will:

- A. Analyze and evaluate music selections based upon established criteria.
- B. Analyze and respond to conducting patterns and gestures in relation to interpretation of music performance literature.
- C. Analyze common harmonic progressions in selected repertoire aurally.
- D. Apply appropriate established criteria to evaluate a variety of music performances.

#### **Valuing the Arts/Aesthetic Reflection**

Students will:

- A. Articulate and justify personal philosophies regarding music in their lives and cite examples that contributed to this thinking.
- B. Explain how people differ in their music preferences based on their personal experiences.
- C. Develop and apply specific criteria for making informed, critical judgments about the quality and effectiveness of music works both written and performed.

#### **Connections, Relationships and Applications**

Students will:

- A. Articulate similarities and differences between music, other content areas.
- B. Apply technology in creating, performing, and/or researching music.
- C. Compare and contrast several cultures' music works based on the function the music serves, the role of musicians and the conditions under which the music is performed.
- D. Articulate music avocation and career opportunities found in various cultures and music settings and identify the experiences necessary for success.



# HIGH SCHOOL MUSIC AND SPECIALIZED COURSES

## **MUSIC SPECIALIZED COURSES**

Each specialized music course places emphasis on specific content that shares expressive and organizational power of the elements of music. Focus is placed on techniques, media, tools, and equipment.

Students should develop personal styles that reflect their individual awareness of the content of the course. They should also study the ways artists and designers deal with the same content that the students include in their own artwork.

## **MUSIC APPRECIATION, MUSIC HISTORY, HISTORY OF MODERN MUSIC, CONTEMPORARY MUSIC,**

This course is offered for students to grow in their musical experience, knowledge, and understanding, as well as their attitudes toward music that is representative of varied style periods and performance practices. The curriculum focuses on a wide range of musical periods and compositions. A variety of musical concepts and vocabulary will be covered, including (but not limited to):

### **CONTENT**

- vocal and instrumental ranges
- homophonic, polyphonic, counter-point
- phrases and cadenzas
- simple and compound meter
- tempo markings and definitions
- dynamics markings and definitions
- identifies distinctive timbres in various musical settings
- consonance and dissonance
- principles of design including: symmetry, unity, and contrast
- format design organization: binary and ternary form, variation and development, single- and multi-movement forms
- historical development of music including: sacred, secular, program, functional
- Medieval, Renaissance, Baroque, Classical, Romantic, Nationalism, Impressionism, 20<sup>th</sup> Century, Contemporary Music, Electronic Music, Jazz, and Multi-cultural Music
- the lives and music of selected composers
- geographic and nationalistic settings in relationship to historical time period, musical and cultural influences, and traditions
- classifies instrumental sounds by families

## **MUSIC THEORY I/II**

This course is offered for students who are interested in understanding musical sound, rhythm, and form. Focuses on key and scale, intervals, triads, chords, enharmonic tones and form. A major emphasis is on reading and notating music; improvising melodies, variations and accompaniments; and composing and arranging music within specified guidelines; and ear training.

### **CONTENT**

- clefs
- note names
- intervals
- scales
- key signatures
- major, minor, augmented, and diminished triads
- seventh chords
- rhythmic values
- rhythmic patterns
- writes the structural pattern of whole- and half-steps of a major and minor scale and modes
- composes music and includes dynamics according to the structure of the melodic line
- arranges music using proper textual structures and qualities
- composes using formal organization

## **JAZZ BAND**

This course is offered for students who are interested in jazz ensemble rehearsal techniques, jazz history, improvisation, jazz combo techniques and jazz theory.

### **CONTENT**

- see BAND grades 9-12
- syncopation, polyrhythm, call and response, improvisation, use of repeated figures and base ostinatos, and tone color
- blues, New Orleans Dixieland, ragtime, boogie-woogie, swing, bebop, cool, progressive, funky, gospel, fusion, and Latin
- jazz articulations: accent, the shake, wah, short gliss up, lip trill, the flip, smear, spill, the plop

## **SHOW CHOIR**

This course is offered for students interested in learning to sing popular, Broadway and jazz choral styles combined with appropriate movement for performance, as well as chamber music.

### **CONTENT**

- see CHORAL MUSIC grades 9-12
- understanding of: steady beat, back beat, syncopation, and the effective use of legato and staccato to insure authentic rhythmic performance
- straight tone and vocal tone with vibrato
- experiences blending music with choreography as a form of musical expression
- basic song and dance terminology
- facial expression and emotion through music and dance

## **SOLO AND ENSEMBLE**

This course is offered for students who are interested in performing a solo and/or ensemble for the Ohio Music Education Association and other adjudicated events. Teachers should work with their students in selecting appropriate levels of literature.

### **CONTENT**

- see CHOIR grades 9-12 or BAND grades 9-12
- performs selected composition



## HIGH SCHOOL MUSIC and SPECIALIZED MUSIC COURSE NAMES

DISTRICT	SCHOOL	COURSE	CREDIT
Black River	Black River HS	Band	1
	Black River HS	Concert Choir	1
	Black River HS	Women's Chorus	1
	Black River HS	Music Theory	½
Chippewa	Chippewa HS	Band	1
	Chippewa HS	Summer Band	½
	Chippewa HS	Band/Choir	1
	Chippewa HS	Choir	1
	Chippewa HS	Symphonic Choir	1
	Chippewa HS	Jazz Band	½
	Chippewa HS	Music Theory	½
Dalton	Dalton HS	Band	1
	Dalton HS	Concert Choir	1
	Dalton HS	Chorale	1
	Dalton HS	Choralation – Show Choir	½
	Dalton HS	Modern Music	½
	Dalton HS	Music History	½
	Dalton HS	Music Theory	½
East Holmes	Hiland HS	Band	1
	Hiland HS	Chorus	1
	Hiland HS	Varsity Singers	1
	Hiland HS	Jazz Band	½ - 1
	Hiland HS	Music Theory I	½
	Hiland HS	Music Theory II	½
Green	Smithville HS	Band	1
	Smithville HS	Chamber Choir	1
	Smithville HS	Choralettes & Debonairs	½
	Smithville HS	Contemporary Music	1
Hillsdale	Hillsdale HS	Band	1
	Hillsdale HS	Choir	1
Loudonville- Perrysville	Loudonville HS	Band	1
	Loudonville HS	Concert Choir	1
	Loudonville HS	Symphonic Choir (Advanced)	1
	Loudonville HS	Music Appreciation I	½
	Loudonville HS	Music Appreciation II	½

DISTRICT	SCHOOL	COURSE	CREDIT
Mapleton	Mapleton HS	Band	1
	Mapleton HS	Choir	1
Northwestern	Northwestern HS	Band I, II, III, IV	1
	Northwestern HS	Concert Choir I, II, III, IV	1
	Northwestern HS	Music History	1
	Northwestern HS	Music Theory	1
Norwayne	Norwayne HS	Band	1
	Norwayne HS	Choir	1
	Norwayne HS	History of Music	1
	Norwayne HS	Music Theory	1
Rittman	Rittman HS	Band	1
	Rittman HS	Choir	1
	Rittman HS	Jazz Band	½
	Rittman HS	Steel Drum Band	½
	Rittman HS	Bach to Rock: Exploring Music	½
Southeast	Waynedale HS	Band	1
	Waynedale HS	Symphonic Choir	1
	Waynedale HS	Goldenaires	1
	Waynedale HS	Music History	½
	Waynedale HS	Music Theory	½
Triway	Triway HS	Band	1
	Triway HS	Concert Choir	1
	Triway HS	Symphonic Choir	1
	Triway HS	Solo & Ensemble	¼
West Holmes	West Holmes HS	Concert Band	1
	West Holmes HS	Symphonic Band	1
	West Holmes HS	Concert Band & Marching Band	1¼
	West Holmes HS	Symphonic Band & Marching Band	1¼
	West Holmes HS	Concert Choir	1
	West Holmes HS	Chamber Choir	1
	West Holmes HS	Music Theory	½
	West Holmes HS	Music History/Appreciation	½
West Holmes HS	20 <sup>th</sup> Century Music History/Appreciation	½	

## ASSESSMENT

Assessment in an arts education program involves the selection, collection, and interpretation of information about student performance and program adequacy. While not comprehensive, the following information is designed to help arts educators clarify issues about assessment in the arts.

**Achievement Test.** A test designed to measure a learner's "school-taught" learning. It usually covers basic skills.

**Analytic Scoring.** A process of separating a performance into major components, traits or characteristics and independently scoring distinct, selected aspects of that performance.

**Authentic Assessment.** Tasks and methods of scoring that incorporate actual or simulated situations in the measuring of a learner's performance. For example, to authentically assess a learner's ability to problem solve, the student is given a real-world problem and is assessed on how s/he goes about solving it.

**Benchmark.** Levels of achievement at defined points on an assessment scale.

**Checklist.** A list of dimensions, characteristics, or behaviors that are scored as "yes/no" ratings. The checklist is used solely to indicate the presence or absence of characteristics such as specific items to be included in a portfolio.

**Criteria.** A statement of selected characteristics of a performance.

**Criterion-Referenced Assessment.** Assessment that is designed to measure performance against a set of clearly defined criteria. Scores have meaning in terms of what the learner knows or can do, rather than how the learner compares to some reference or norm group.

**Dimension.** Specific aspects or categories in which performance will be judged (e.g. problem-solving, melody, dynamics). A scoring method may be developed for each dimension in which performance is to be assessed.

**Holistic Method.** A scoring method that assigns a single score based on an overall assessment rather than analyzing dimensions singly.

**Norm-Referenced Test.** A test designed to provide information on how well a learner performs in comparison to the original group who took the test. The scores on norm-referenced tests have meaning in terms of their relation to the scores of that external reference group (the norm group).

**Numerical Rating Scale.** Scales that use numbers to assign points on a continuum of performance levels. Very simple descriptions (e.g., never, seldom, occasionally, frequently, always) or more elaborated descriptions may accompany the numerical values.

**Outcome.** Something that can be measured.



**Performance Assessment.** Direct, systematic observation and rating of an actual learner performance and/or the processes involved in that performance. This type of assessment requires learners to perform a task rather than simply answer questions.

**Portfolio Assessment.** An assessment alternative to which student works, typically including self-reflections, are reviewed according to established criteria to determine the level of performance or progress toward the attainment of standards. Learner involvement in content selection and criteria setting is often a part of the assessment process.

**Rating Scale.** A tool of scoring based upon descriptive words or phrases that indicate the level of an individual's performance.

**Scoring Criteria.** Rules for assigning scores and/or labels to a learner's performance.

**Scoring Guide.** A package of guidelines for people scoring performance assessment. These guidelines may include general instructions for raters, notes for training raters, rating scales, and student work exemplifying various levels of performance.

**Self-Assessment.** Processes in which the learner engages in a systematic review of performance for the purpose of improving that performance or comparing oneself against an established criteria.

**Standard Setting.** The process of specifying essential knowledge, skills, and/or processes or procedures that learners are expected to demonstrate.

#### **TIPS FOR DESIGNING PERFORMANCE-BASED ASSESSMENTS:**

- Begin with the standards: What learners should know and be able to do.
- Examine the benchmarks: At what level should students perform?
- Identify resources: What people, sites, books, films, equipment, technology, manipulatives, or other learning materials are available to support teaching and learning?
- Design and implement instruction: How can teachers and learners use the resources to achieve the objectives? What alternative approaches might be used to reach all children?
- Design assessment tasks: What products or processes will illustrate what students have learned?
- Design scoring methods: How will the performance-based assessments be judged? What constitutes outstanding or acceptable results? Is there a rating scale that shows how points or grades will be assigned?
- Identify next steps: How will teachers and learners respond to different scores? What will learners do to improve performance weaknesses? How might instruction be adapted to improve outcomes?

## **GUIDELINES FOR RUBRIC CONSTRUCTION**

### Alignment with Standards and Grade-Level Indicators

- Are scoring rubrics well aligned with the standard and/or grade-level indicator?
- Do they actually evaluate the extent to which students demonstrate the content and skills described in the objectives?
- Will the rubrics produce the kind of information needed for measuring student achievement related to the objectives?

### Alignment with tasks

- Do all rubrics address important components of the tasks?
- Do the rubrics evaluate everything that learners will be required to demonstrate?

### Design of dimensions

- Will the rubrics provide separate information that indicates the extent to which students have attained specific objectives, or do they summarize several kinds of information?
- Are the rubrics designed to measure multiple dimensions of a complex objective?
- If rubrics are multi-dimensional are the dimensions independent of each other to ensure that a particular characteristic or quality is not evaluated in more than one dimension?

## **INTERVENTION**

INTERVENTION is an alternative or supplemental action designed to remediate, reinforce, support, or enrich student learning relative to grade level expectations. Teachers use information gained from observations, daily work, and assessments to identify students' areas of need for intervention.

The level of intervention depends upon the degree of need. Optimally, intervention is provided by the arts specialist and/or classroom teacher. The arts specialist decides the best way to instruct, support, and reinforce needed skills and concepts, and to extend the student's learning in collaboration with the student, parents, and other professionals.

When a student is not making the expected progress, a teacher may refer the student to the building's Intervention Assistance Team (IAT). Additionally, when a student exhibits a particular talent or gift, the arts specialist should refer the student for participation in district process for the screening and identification of students gifted in the visual and performing arts.

## MUSIC SPECIALISTS

### **The Elementary Music Specialist**

A fully qualified and licensed music specialist should teach the foundational music concepts and skills at the elementary level. The elementary classroom teacher should recognize connections between music experiences and other curricular subjects. This requires time for communication between the music specialist and classroom teacher. Effective communication and daily planning time are essential to assure that music will be integrated across the curriculum.

MENC: The National Association for Music Education recommends that an elementary music specialist be responsible for 350 students per week, excluding the considerable larger number of students enrolled in a chorus.

### **The Elementary Instrumental/Band Specialist**

Patterns of instrumental instruction vary greatly in the elementary school. As a rule, there should be sufficient personnel to provide beginning and intermediate class instruction for each beginning band student on a weekly basis.

### **The Middle-Junior High School Music Specialist**

Music instruction for students in the middle school-junior high years should be the exclusive domain of the music specialist because of the more complex and specialized stage of musical development of the student at this level. Each middle school or junior high student should be operating as an individual music learner; this requires that the music instructor devote much more time to planning, guiding and providing resources.

Teaching assignments in music should not exceed those of other teachers in terms of classroom assignments or total preparations. MENC: The National Association for Music Education recommends a teacher-pupil ratio of 1:270 when general music or music laboratory (band/chorus) constitute a major portion of the teacher's assignment. Responsibilities for performing organizations should be considered on the same basis as preparation for a class in language arts, mathematics, science, or social studies.

In addition to a thorough understanding of the early adolescent student, the middle school-junior high music teacher must have a comprehensive understanding of both general music and his/her own area of concentration – choral or instrumental music.

Band, chorus and small ensembles should be available to all students who have a desire to pursue special interest areas. Philosophically, we believe that students should have opportunities to participate in both a choral and instrumental music program during the middle school-junior high school years. There should be sufficient highly qualified teachers to serve all those special needs. Performance organizations are, therefore, curricular rather than extra-curricular, and should be scheduled regularly on school time.

### **The High School Music Specialist**

The high school music teacher should be prepared to serve the needs of the non-performing high school student, as well as the highly motivated and often carefully selected student who enrolls in the band or choral program. Among the extended musical experiences to be provided for high school students should be laboratory and exploratory experiences which are designed for students who may have only a passing curiosity about music or who are deeply and keenly interested in the content and structure of music. Most often these interests can be served only through intensive specialized music courses such as music theory, music appreciation, history, literature, and composition.

Teaching assignments in the high school should be equivalent to those expected of other teachers, even though pupil-teacher ratios will necessarily exceed those in other disciplines because of large performing groups. The size of these performing groups should be taken into consideration, also, when highly specialized classes are offered, but may attract enrollments lower than the minimums set by the administration. As an example, a teacher may have a band with more than 50 students enrolled, but students who wish to enroll in music theory may be denied the course on the basis that only five students are enrolled. It is recommended that, in such cases, consideration be given to the teacher's total pupil-contact hours and that the class be allowed on the basis of the average, providing it exceeds the minimum enrollment set by the board of education.

## **PERFORMANCE GUIDELINES**

It is important that the performing organizations of the schools, particularly the high schools, have sufficient opportunity to demonstrate their achievements by means of public performance. Since music and drama are aural arts, public performance constitutes an essential aspect of the program and serves as a necessary laboratory experience for the student. Public performances not only provide an important source of enjoyment to a broad spectrum of the community, but also demonstrate vividly what is taking place in the music class.

In establishing a school policy with respect to public performance, the primary criterion must always be the educational value of the experience. It is important that the demands of public performance and competitive activities not be allowed to become dominant or excessive, and that public performance remain secondary to meeting the standards in the curriculum. It occasionally happens that students tend to be exploited by finding themselves required, in order to retain membership in the group, to devote excessive amounts of time, energy and money to enterprises of questionable educational merit. These pressures, which can come from any of a variety of sources and often tend to focus on students in select performing ensembles, can, and should, be resisted in the interest of a balanced, quality music education.

To avoid unpleasant conflicts and misunderstandings among parents, students, the public, teachers and administrators, a position statement and guidelines should be developed jointly by representatives of all parties involved. This statement would include what the program should consist of and what should be the policy toward public performance. Needed are clearly stated objectives, views concerning the philosophical basis of the program, the kinds of students who should be involved, and the relationship between the performing group and the total school program. There should be a clear and obvious consistency between the philosophy, the curriculum, and the desired outcomes. These should be subject to revision as needed.

# GLOSSARY OF MUSIC TERMS

# ACADEMIC CONTENT STANDARDS

## MUSIC

**mu-sic\ 'myü-zik\ n** : organization of sound within time demonstrating structure, discipline and refinement

### A

<b>AB form</b>	A music form with two parts in which the first idea is stated twice and then a contrasting idea is stated twice [AB].
<b>Accompaniment</b>	The voices or instruments that accompany a melody.
<b>Aesthetic quality</b>	The qualities of a music work that make it beautiful or artistic and that engender a human response.
<b>Aesthetic reflection</b>	The study of that which is beautiful and artistic; an examination of the human responses to arts and beauty.
<b>American music theatre</b>	A 20 <sup>th</sup> -century music form in which music and drama are combined into a form distinct from operatic dramas. Emphasis is placed on spoken dialogue supported by related songs and/or instrumental pieces.
<b>Analyze</b>	The process of identifying the aspects of a music work and examining how they function independently and together.
<b>Articulation</b>	In a musical performance, the clarity and distinct rendition of music tones.
<b>Arts advocacy</b>	The act or process of supporting steps to advance the arts and create opportunities for arts appreciation and participation.
<b>Arts disciplines</b>	An organized body of knowledge or learning such as dance, drama/theatre, music, visual art.
<b>Audience etiquette</b>	The rules for good conduct as a member of an audience.
<b>Authentic performance practice</b>	A performance that is marked by its attention to historical music details (e.g., performing on period instruments; playing music the way it was performed when created).

### B

<b>Basic principles of music</b>	The components of music activity including pitch, rhythm, melody, harmony, dynamics, timbre, texture and form. Sometimes referred to as elements of music.
<b>Breath control</b>	The regulation of one's breather for better vocal or instrumental (wind) performance.

# ACADEMIC CONTENT STANDARDS

## C

<b>Call and response</b>	A music form that follows a question-and-answer pattern in which a soloist or group performs and then a second soloist or group responds.
<b>Canon</b>	A music form in which the same melody is started at different times and performed together in overlapping succession. Sometimes referred to as round.
<b>Chord progression</b>	The progression of chords (simultaneous combinations of these different pitches) in a piece of music.
<b>Chromatic</b>	Incorporating notes that lie outside the regular diatonic scale.
<b>Classroom instrument</b>	Instruments that are typically used within the classroom. These may include recorders, autoharps, mallet instruments, simple percussion instruments, fretted instruments, keyboards and electronic instruments.
<b>Clef</b>	A symbol at the beginning of a staff that indicates the location of pitch on its lines and spaces (e.g., treble, bass).
<b>Compose</b>	To create a music work from original thought.
<b>Composer</b>	A person who creates music from original thought.
<b>Concept</b>	Idea or thought.
<b>Concert pitch</b>	A specific frequency of sound recognized as the standard pitch. In an ensemble of mixed instruments (e.g., band), playing a Concert B-flat major scale indicates that non-transposing instruments (e.g., flute)
<b>Conducting gesture</b>	The expressive movements of the head, arms and hands that conductors make to direct a performing group.
<b>Context</b>	The conditions of specific places and time periods, including social, economic, political, historical and cultural conditions that influence thoughts, ideas or concepts in music.
<b>Criteria</b>	Characteristics that serve as the basis for judging a work.
<b>Critique</b>	To evaluate a work (verb); an evaluation of a work (noun).
<b>Cues</b>	Signals, usually nonverbal, given by a conductor or section leader during rehearsal and performance.
<b>Culture</b>	The ideas, beliefs and customs of a group of people.
<b>D</b>	
<b>Diatonic</b>	The notes of a major or minor scale.
<b>Discipline</b>	Any subject that has an organized body of knowledge and skills such as dance, drama/theatre, music and visual art.
<b>Duple meter</b>	A measurement of music's time; duple meter is beats grouped two beats (strong-weak) per measure.

# ACADEMIC CONTENT STANDARDS

<b>Dynamic markings</b>	Signs that indicate the volume (loudness or softness) of a note passage.
<b>Dynamics</b>	The volume (loudness or softness) of sound in music.
<b>E</b>	
<b>Elements of music</b>	The components of music activity including pitch, rhythm, melody, harmony, dynamics, timbre, texture and form. Sometimes referred to as basic principles of music.
<b>Embouchure</b>	The position of the face, lips, tongue, teeth and jaws when playing wind instruments.
<b>Ensemble</b>	A group of musicians performing together to create a dynamic and harmonious effect.
<b>Evaluate</b>	To determine the value, importance or condition of a music selection.
<b>Expressive qualities</b>	The characteristics of a musical performance that convey meaning or feeling.
<b>F</b>	
<b>Folk music</b>	A simple style of music that speaks directly of everyday matters and typically performed by nonprofessionals.
<b>Found sounds</b>	Sounds that are present in everyday life (e.g., car horn, train whistle, jackhammer stutter).
<b>G</b>	
<b>Genre</b>	A style or category of music work such as sonata, opera, gospel, jazz, madrigal, march, mariachi or lullaby.
<b>H</b>	
<b>Half step</b>	Also called semitone. The smallest interval or closest pitch above or below a given pitch on the keyboard, such as C to C-sharp or E to F.
<b>Harmony</b>	Two or more different tones sounded at the same time.
<b>Head voice</b>	The higher register of the voice; the chest voice produces the lower register.
<b>Historical periods</b>	A time period recognized for its distinct characteristics. In music, recognized historical time periods may include the Middle Ages, Renaissance, Baroque, Classical, Romantic and 20 <sup>th</sup> Century.
<b>Homophonic</b>	Music in which the melody is concentrated in one voice or part.
<b>I</b>	
<b>Icons</b>	Objects or symbols used to represent something else.
<b>Idea</b>	The central meaning of a music work.
<b>Improvise</b>	To create music spontaneously, by chance rather than plan.
<b>Interdisciplinary</b>	Instruction that connects the content of two or more disciplines or subject areas.



# ACADEMIC CONTENT STANDARDS

<b>Interpret</b>	To bring a unique manner or feeling to a performance or direction of a music work.
<b>J</b>	
<b>Justify</b>	To show evidence that one is right or reasonable.
<b>K</b>	
<b>Key signature</b>	The sharps or flats at the beginning of a written piece of music that indicate its basic scale and tonality.
<b>L</b>	
<b>Lali</b>	A warrior dance common to African, South Seas and Pacific Island cultures. A hollow, hardwood gong beaten with two short sticks that regulate the beat.
<b>M</b>	
<b>Madrigal</b>	Secular choral music of the Renaissance in two or more parts; usually lyrics are pastoral or romantic (amorous or unrequited love) in content.
<b>Major key</b>	A key based on a major scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half or uses the sol-fa tones of do, re, mi, fa, sol, la, ti.
<b>Mass</b>	The principal service of the Roman Catholic rite. Traditionally, music settings of the Mass include: Kyrie, Gloria, Credo, Sanctus/Benedictus and Agnus Dei.
<b>Melody</b>	A logical, organized sequence of music notes.
<b>Meter signature</b>	An indication of a music work's meter or its rhythmic measure of beats. The meter signature is typically shown similar to a fraction in mathematics with the denominator indicating the unit of measurement and the numerator indicating the number of units that make a measure.
<b>Minor key</b>	A key based on a minor scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole or uses the sol-fa tones of la, ti, do, re, mi, fa, sol.
<b>Mixed meter</b>	A mixture of duple and triple meters.
<b>Modal</b>	Music that is characterized by the use of a mode, especially the church modes of the Middle Ages and Renaissance.
<b>Mood</b>	The feeling or atmosphere created by a music work.
<b>Motif</b>	A short, distinctive rhythmic or melodic idea.
<b>Music</b>	Organization of sound within time demonstrating structure, discipline and refinement.
<b>Music form</b>	The structure and organization of a music composition (such as AB, ABA, call and response, rondo or theme).
<b>Music heritage</b>	The continuity of music knowledge and style that results when historical traditions and culture are passed down from one generation to another.

# ACADEMIC CONTENT STANDARDS

<b>Musician</b>	A person who makes music.
<b>Music setting</b>	The time, place and situation in which music is performed.
<b>Music style</b>	The particular technique and manner in which the elements of music are treated that distinguish different composers, performers, directors, periods or genre.
<b>Music vocabulary</b>	The words and terms specific to the field of music study and performance.
<b>O</b>	
<b>Opera</b>	A drama set to music primarily for voices with orchestra and performed with dramatic costumes and sets.
<b>Ostinato</b>	A brief music pattern repeated continually in a composition or throughout a performance.
<b>P</b>	
<b>Partner songs</b>	Songs written with different parts (different words and melodies) but are to be sung at the same time.
<b>Peking opera</b>	A Chinese music form characterized by its combination of instruments, speaking, singing, acrobatics, martial arts and pantomime.
<b>Pentatonic</b>	A scale made up of five tones to the octave: do, re, mi, sol, la.
<b>Personal philosophy</b>	A person's beliefs and attitudes about music.
<b>Phrase</b>	A series of connected pitches with a sense of completion; a musical thought.
<b>Pitch</b>	The highness or lowness of sound.
<b>Polyphonic</b>	Music in which the melody is distributed among all voices or parts of the music.
<b>Portfolio</b>	A collection of samples of one's completed work or work-in-progress (e.g., video/audio recordings, adjudication comments, compositions, critiques).
<b>Posture</b>	The position or bearing of the body that is assumed for singing or playing an instrument.
<b>R</b>	
<b>Range</b>	The distance between the highest and lowest pitches in a melody.
<b>Reflection</b>	The process of thinking about one's own thinking, thought processes and actions or products.
<b>Renaissance period</b>	The historical period from about 1430 to 1600. This period is marked by the emergence of a music language that spread through Western Europe and characterized by genres such as Mass and madrigal.
<b>Repertoire</b>	A set of compositions mastered and performed by a musician.
<b>Rhythm</b>	Patterns in music that are produced by altering the emphasis and duration of notes; the way music moves through time.

# ACADEMIC CONTENT STANDARDS

<b>Rondo form</b>	A music form in which a repeating theme alternates with contrasting sections [ABACAD].
<b>Round</b>	A music form in which the same melody is started at different times and performed together in overlapping successions. Sometimes referred to as canon.
<b>S</b>	
<b>Sight-reading</b>	The ability to perform music upon first reading (attempt).
<b>Solfege</b>	A method of reading music by sight, using the syllables do, re, mi,, fa, sol, la, ti.
<b>Sound</b>	The sensation that is perceived by one’s sense of hearing.
<b>Staff</b>	A set of five horizontal lines with equal distance between them on which notes are written to indicate pitch; the lines on which music is written.
<b>Steady beat</b>	The regular pulse or unit of time in music.
<b>Studio musician</b>	A person who performs music when audio recordings are made, usually in a recording studio setting.
<b>Stylistic qualities</b>	The artistic characteristics of a music composition.
<b>Syncopation</b>	A temporary contradiction of the regular beat of music.
<b>System</b>	A method for teaching music reading (e.g., solfege, numbers, letters); two or more staves that are connected by bar lines for the purpose of notating music that is not readily accommodated on a single staff.
<b>T</b>	
<b>Technology</b>	Electronic media including CD and cassette players, computer, synthesizer, video, MIDI and music software used as tools to create, learn, explain, document, analyze or present music.
<b>Tempo</b>	The pace, or speed, of music.
<b>Texture</b>	The pattern and quality of sound created by the elements in a music work, including the number of instruments, voices or chordal tones in a specific section.
<b>Theme and variation</b>	A music form in which a theme is sounded and then varied.
<b>Tone production</b>	The ability to produce a specific pitch.
<b>Tone quality</b>	The quality of music as sound.
<b>Triple meter</b>	A measurement of music’s time; triple meter is beats (strong-weak-weak) grouped into a set of three.
<b>Tritonic</b>	A tone set of three pitches such as la-sol-mi.

# ACADEMIC CONTENT STANDARDS

## V

**Verse/refrain form** A music form in which a chorus is repeated at intervals, usually following each verse or stanza.

**Vocal placement** The concept of directing a singer's mental focus to places within the facial masque that affects tone quality when singing.

## W

**Western music literature** Music compositions from Western Europe and the United States.

**Whole step** The distance of two half steps in the same direction such as the distance between C and D or E and F-sharp.

**World music** Ethnic music with a style not identified with Western music.



