



DEPARTMENT OF
Music
ABINGTON HEIGHTS

Abington Heights Music Department

**Vertical Alignment Curriculum/
Scope & Sequence
2021**

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Mission Statement

The purpose of the music program is to support the Abington Heights District Mission Statement and Belief System by providing a creative outlet for students to become inquisitive, independent, literate, culturally aware, lifelong learners who are able to think critically and creatively. The music department will also provide a challenging comprehensive program, in a safe and nurturing environment, empowering students to achieve their full potential. In order to achieve our mission the Abington Heights Music Department strives to attain the highest level of excellence in teaching and performing. Performing in a musical ensemble has the ability to transform lives: the lives of those who listen to music as well as those who participate in its performance. Striving for excellence, thus, inspires everything we do.

Objectives of the AHHS Music Department

1. To inspire students in the enjoyment and enthusiasm of music and performing
2. To set obtainable goals and accomplish those goals
3. To perform at the highest level possible at all times and obtain the absolute best out of each individual
4. To project a positive image for the school and the music department
5. To support and represent the community and district of Abington Heights through musical performances as requested
6. Advocate for quality music education
7. Recognize music education as a lifetime activity
8. Foster an appreciation of music and the performing arts

Academic Standards for the Arts and Humanities 22 Pa. Code, Chapter 4

Knowledge of the Academic Standards for the Arts and Humanities incorporates carefully developed and integrated components: • Application of problem solving skills • Extensive practice in the comprehension of basic symbol systems and abstract concepts • Application of technical skills in practical production and performance • Comprehension and application of the creative process • Development and practice of creative thinking skills • Development of verbal and nonverbal communication skills

These standards provide the targets essential for success in student learning in arts and humanities. They describe the expectations for students' achievement and performance throughout their education in Pennsylvania schools. Utilizing these standards, school entities can develop a local school curriculum that will meet their students' needs. The arts represent society's capacity to integrate human experience with individual creativity. Comprehensive study of the arts provides an opportunity for all students to observe, reflect and participate both in the arts of their culture and the cultures of others. Sequential study in the arts and humanities provides the knowledge and the analytical skills necessary to evaluate and critique a media-saturated culture. An arts education contributes to the development of productive citizens who have gained creative and technological knowledge necessary for employment in the 21st Century.

GENERAL MUSIC KINDERGARTEN

Course Overview: Kindergarten students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

Prerequisite skills: none

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can use their singing voice. (S)
- 2) Students can use their whisper voice. (S)
- 3) Students can use their calling voice. (S)
- 4) Students can echo using the same kind of voice. (S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can identify high and low pitches. (K, S)
- 2) Students can show the direction of the melody. (K, S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing songs that add on words each time. (S)
- 2) Students can sing holiday songs. (S)
- 3) Students can sing songs from different countries and people. (S)

Benchmark 4: Students sing ostinatos, partner songs, and rounds.

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can sing as loudly or quietly as other children singing with them. (S)
- 2) Students can watch the teacher to know how and when to sing. (K)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music. Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can show a steady beat using their body. (S)
- 2) Students can show a steady beat using an instrument. (S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can play rhythm patterns on classroom instruments. (S)
- 2) Students can play melody patterns on classroom instruments. (S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can play many kinds of music. (S)

Benchmark 4: Students echo short rhythms and melodic patterns.

Skills taught:

- 1) Students can echo rhythm patterns on classroom instruments. (S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Skills taught:

- 1) Students can play as loudly or quietly as the other children playing instruments. (S)
- 2) Students can watch the teacher to know how and when to play their instrument. (S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

Skills taught:

- 1) Students can play my part even when other children are singing or playing a different part. (S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to give rhythmic and melodic phrases. NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments. NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies. NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by other means (e.g., personal computers and Orff instruments) NOT ADDRESSED AT THIS GRADE LEVEL

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

- 1) Students can use an instrument to create music to go with a story. (P)

2) Students can use an instrument to create music to go with a song. (P)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 3: Students use a variety of sound sources when composing.

NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

1) Students can follow pictures that show long sounds and short sounds in music. (K)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

1) Students can follow pictures that show melody shape. (S)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

1) Students can tell or show what loud, soft, fast, slow, high, low, long, short mean. (K,S)

2) Students can perform music loudly and softly. (K, S)

3) Students can perform music while walking, jogging, and galloping. (K, S)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

1) Students can read pictures that show high and low, one sound, no sound, and two sounds to the beat. (S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

1) Students can show when music is the same. (K)

2) Students can show when music is different. (K)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures

SKILLS TAUGHT:

1) Students can move to different styles of music. (S)

2) Students can tell when music sounds different. (S)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

- 1) Students can say when music is fast, slow, or medium speed. (K)
- 2) Students can say when music is loud, quiet, or medium. (K)
- 3) Students can use words to describe the feeling of music. (K)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

- 1) Students can label instrument sounds from my country and from other countries around the world. (K)
- 2) Students can hear the difference between a child's voice, a man's voice, and a woman's voice. (K)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

- 1) Students can move to show what they hear in music. (S)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

- 1) Students can use words to tell why I like or don't like a kind of music. (R)

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

- 1) Students can use words to tell when music is done well or poorly. (R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

- 1) Students can make music that sounds like a picture (example: long lines, long sounds). (R, S)
- 2) Students can make a picture that looks like the music. (R, S)
- 3) Students can make music that sounds like the words (example: yell, bounce, wave, skip, and the rhythm of words). (R, S)
- 4) Students can act like the music sounds (example: Hall of the Mountain King). (R, S)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air 24 columns generating sounds used in music; geography: songs associated with various countries or regions.

SKILLS TAUGHT:

- 1) Students can use words to tell when music is like other things that I learn in school. (R)
- 2) Students can sing a song in another language. (R)
- 3) Students can find patterns in music. (R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including history and culture.

SKILLS TAUGHT: :

- 1) Students can listen to music from different places. (K)
- 2) Students can listen to music from many different people. (K)
- 3) Students can listen to music from different times. (K)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

- 1) I can use words to talk about music from all over the world. (K)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

- 1) Students can name ways that music is used in life. (K)
- 2) Students can use words to tell why some music is used for certain things. (K)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

- 1) Students can name different kinds of musicians (example: composer, conductor, performer). (K)
- 2) Students can tell how each musician is important for the music they hear. (K)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT: :

- 1) Students can listen to music quietly when appropriate. (K)
- 2) Students know when it is time to clap for different kinds of songs. (K)

Common Vocabulary: steady beat, rhythm, ta, ti-ti, rest, loud-soft, high-low, fast-slow

Content used to address skills:

Textbook Series: Silver Burdett-Making Music

Freddie the Frog series and materials

“Music K8” magazine and cds

“Music Express” magazine and cds

MusicPlayOnline.com

Famous Composers series of books

Assorted recordings and videos of live performances

Assorted digital resources for Smart Board

Assorted children’s literature about music

First Steps in Music- John Feierabend

Purposeful Pathways

GENERAL MUSIC GRADE 1

Course Overview: Grade 1 students will engage in a wide variety of music activities, including singing, playing instruments, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow.

Prerequisite skills:

Steady beat competence

understanding of 4 voices: singing, speaking, whisper, shouting

understanding of music opposites: fast/slow, loud/quiet, high/low, long/short

Can use singing voice (head voice)

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can say rhymes and poetry with different vocal qualities. (S)
- 2) Students can use visuals (words or pictures). (S)
- 3) Students can use their singing voice. (S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can perform songs using loud/soft. (S)
- 2) Students can perform a song, breathing before each phrase. (S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing many kinds of songs (example: singing games, cumulative, patriotic, seasonal, multicultural, and folk songs). (S)

Benchmark 4: Students sing ostinati, partner songs, and rounds.

SKILLS TAUGHT:

1. Students can sing/ chant a repeated phrase while others (or teacher) sings/plays a contrasting part.

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can sing a four beat pitch pattern using hand signs and solfeggio. (S)
- 2) Students can sing as loudly or quietly as the children around me. (S)
- 3) Students can follow the teacher. (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can perform a steady beat or rhythms using their body. (S)
- 2) Students can perform a steady beat or rhythms on classroom instruments. (S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT: :

- 1) Students can use ta and ti-ti (Du, Du-de Gordon Syllables) and rests to demonstrate patterns in poetry, rhymes, songs, listening, and visuals. (S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can play a four beat pattern on a variety of instruments. (S)
- 2) Students can play as loudly or quietly as the children around them.. (S)
- 3) Students can follow the teacher. (S)

Benchmark 4: Students echo short rhythms and melodic patterns.

Learning Targets (Type):

- 1) Students can copy the teacher's rhythm. (S)
- 2) Students can copy the teacher's melody. (S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can start a piece watching the cue of a conductor. (S)
- 2) Students can respond to loud and quiet following a conductor. (S)
- 3) Students can play at the appropriate dynamic level with my ensemble. (S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can play so-mi patterns on barred instruments, while students sing and echo play. (S)
- 2) Students can sing so-mi melodies while students play tunes. (S)
- 3) Students can play a simple bordun. (S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise "answers" in the same style to give rhythmic and melodic phrases.

SKILLS TAUGHT:

1) Students can make up a sung response to a question. (S)

2) Students can make up sounds. (S)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

1. Students can improvise vocally with known rhythmic elements - duple building blocks and associated words
2. Students can improvise on an instrument with known rhythmic elements - duple building blocks and associated words

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT:

1. Students can improvise vocally with known rhythmic elements - duple building blocks and associated words
2. Students can improvise on an instrument with known rhythmic elements - duple building blocks and associated words

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT: : NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

1) Students can choose sounds to accompany stories and songs using instruments or my voice. (R)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

SKILLS TAUGHT:

- 1) Students can make a picture of simple forms such as repetition and contrast, AB, ABA. (P)
- 2) Students can identify simple forms. (K)
- 3) Students can create a simple form. (P)

Benchmark 3: Students use a variety of sound sources when composing.

SKILLS TAUGHT: NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

- 1) Students can echo ta, ti-ti, and rest patterns (S)
- 2) Students can move to the beat. (S)
- 3) Students can read cards with notation of 4-beat patterns. (K)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

- 1) Students can read So, La, Mi on a three line staff. (K, S)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

- 1) Students can show changes in tempo using movement. (S)
- 2) Students can show changes in loud and soft. (S)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

- 1) Students can use body, then symbols/shapes to represent so-mi. (S)
- 2) Students can read so-mi patterns using a two or three lined staff. (K)
- 3) Students can read ta, ti-ti, and rests. (K)
- 4) Students can write a pattern using ta, ti-ti, and rests. (K, S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

- 1) Students can move to AB, ABA, and add-on songs. (K, S)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures,

SKILLS TAUGHT:

- 1) I can perform singing games, add-on (cumulative)songs, patriotic, seasonal, multicultural, and folk songs. (S)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

- 1) Students can describe various tempos, dynamics, and musical sounds. (K, S)
- 2) Students can name ta, ti-ti, and rests when I see or hear them. (K)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

- 1) Students can group unpitched instruments into categories. (K)
- 2) Students can tell the difference between an adult voice and a child's voice. (R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

- 1) Students can show through my movements that the music is fast or slow. (P)
- 2) Students can show through their movements that the pitch is high or low. (P)

- 3) Students can show through their movements that the music is speeding up or slowing down. (P)
- 4) Students can show through their movement the different sections of the music. (P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

- 1) Students can listen for instruments in a piece of music. (S)
- 2) Students can listen for voices in a piece of music. (S)
- 3) Students can listen for tempo in a piece of music. (S)
- 4) Students can listen for dynamics in a piece of music. (S)

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

- 1) Students can use describing words to say how I feel about music. (R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

- 1) Students can draw a picture of what I hear. (P)
- 2) Students can create movement to match the music. (P)
- 3) Students can create a story to match the music. (P)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

SKILLS TAUGHT:

- 1) Students can describe when music is like other things I learn in school. (K)
- 2) Students can sing a song in another language. (S)
- 3) Students can find patterns in music. (K)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures,

SKILLS TAUGHT:

- 1) Students can recognize the difference between kinds of music (R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

- 1) Students can say when music is from various cultures or countries. (K). (K)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

1) Students can identify music used daily and discuss how it happens. (K)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

1) Students can tell if a person is a composer, conductor, or performer. (K)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

1) Students can show correct audience behavior when classmates are performing. (K, S)

Common Vocabulary:

steady beat, rhythm, ta, ti-ti, (du, du-de) rest, loud-soft, high-low, fast-slow

Content used to address skills:

Textbook Series: Silver Burdett-Making Music

Freddie the Frog series and materials

“Music K8” magazine and cds

“Music Express” magazine and cds

MusicPlayOnline.com

Famous Composers series of books Assorted recordings and videos of live performances

Assorted digital resources for Smart Board

Assorted children’s literature about music

First Steps in Music- John Feierabend

Purposeful Pathways

GENERAL MUSIC GRADE 2

Course Overview: Grade 2 students will engage in a wide variety of music activities, including singing, playing instruments, listening to music, and dancing. Students will learn to manipulate and reproduce the four types of human voice: speaking, singing, whispering, and talking. They also build the foundation of a musical vocabulary including: steady beat, high/low, and fast/slow and their corresponding Italian terms.

Prerequisite skills:

Understanding of beat vs. rhythms

Can feel beat groupings in twos and threes

Can match melodic contour

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

1) Students can show high or low pitches with my body. (K)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

1) Students can demonstrate singing with dynamics. (S)

2) Students can perform a song, breathing before each phrase. (S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. Learning Targets (Type): 1) I can sing many kinds of songs. (K)

Benchmark 4: Students sing ostinati, partner songs, and rounds.

SKILLS TAUGHT:

1) Students can sing or speak a simple ostinato while others are singing a song. (S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

1) Students can sing a four beat pitch pattern using hand signs and solfeggio. (S)

2) Students can sing as loudly or quietly as the children around them. (S)

3) Students can follow the teacher. (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can perform a steady beat or rhythms using my body. (S)
- 2) Students can perform a steady beat or rhythms on classroom instruments. (S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can perform a rhythmic ostinato on a classroom instrument. (S)
- 2) Students can perform the rhythm of words on a classroom instrument. (S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can play a four beat pattern on a variety of instruments. (S)
- 2) Students can play as loudly or quietly as the children around them. (S)
- 3) Students can follow the teacher. (S)

Benchmark 4: Students echo short rhythms and melodic patterns.

SKILLS TAUGHT:

- 1) Students can play a simple rhythmic ostinato while singing a song. (S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can start a piece watching the cue of a conductor. (S)
- 2) Students can respond to loud and quiet following a conductor. (S)
- 3) Students can play at the appropriate dynamic level with my ensemble. (S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can play a simple rhythmic ostinato while others are playing a different ostinato.

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to given rhythmic and melodic phrases.

SKILLS TAUGHT:

- 1) Students can make up a sung response to a question. (R)
- 2) Students can make up a four beat pitch pattern on a barred instrument using five notes. (R)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

- 1) Students can create a four beat melody on the pitched mallet instruments. (R)
- 2) Students can create a four beat rhythm using ta and ti-ti on unpitched percussion instruments. (R)

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT: : NOT ADDRESSED AT THIS GRADE LEVEL.

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional 33 sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT: NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

1) Students can choose sounds to accompany stories and songs using instruments or my voice. (R)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

SKILLS TAUGHT:

1) Students can make a picture of simple forms such as repetition and contrast, AB, ABA. (P)

2) Students can identify simple forms. (K)

3) Students can create a simple form. (P)

Benchmark 3: Students use a variety of sound sources when composing.

SKILLS TAUGHT: NOT ADDRESSED AT THIS GRADE LEVEL.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

1) Students can read a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. (K)

2) Students can perform a four beat rhythm pattern using half notes, quarter notes, eighth notes, half rests, and quarter rests. (S)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

1) Students can read So, La, and Mi on a three line staff. (K)

2) Students can read Do, Re, Mi on a three line staff. (K)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

1) Students can recognize the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. (K)

2) Students can perform the following expressive elements: fast/slow, piano/forte, getting louder or softer, and changing tempos. (S)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

- 1) Students can write simple So, La, Mi patterns on a three line staff. (S)
- 2) Students can write simple Do, Re, Mi patterns on a three line staff. (S)
- 3) Students can write a four beat rhythm pattern using quarter notes, eighth notes, and quarter rests. (S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

- 1) Students can recognize AB, ABA, cumulative, and call and response forms. (K)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

SKILLS TAUGHT:

- 1) Students can recognize and describe drums, strings, woodwind, and percussion instruments. (K)
- 2) Students can recognize different vocal qualities. (K)
- 3) Students can perform singing games, add-on songs, patriotic, seasonal, multicultural, and folk songs. (S)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

- 1) Students can describe various tempos, dynamics, and musical sounds. (K, S)
- 2) Students can name quarter notes, half notes, eighth notes, quarter rests, and half rests when I see or hear them. (K, S)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

- 1) Students can tell the difference between an adult voice and a child's voice. (R)
- 2) Students can identify the sounds of wood block, tambourine, triangle, cowbell, hand drum, and guirro. (K)
- 3) Students can recognize and describe drums, strings, air, and percussion instruments from around the world. (K, S)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

- 1) Students can show through my movements that the music is fast or slow. (P)
- 2) Students can show through my movements that the pitch is high or low. (P)
- 3) Students can show through my movements that the music is speeding up or slowing down. (P)
- 4) Students can show through my movement the different sections of the music. (P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

- 1) Students can listen for instruments in a piece of music. (S)
- 2) Students can listen for voices in a piece of music. (S)
- 3) Students can listen for tempo in a piece of music. (S)
- 4) Students can listen for dynamics in a piece of music. (S)

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

- 1) Students can use describing words to say how they feel about music. (R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

- 1) Students can draw a picture of what they hear. (P)
- 2) Students can create movement to match the music. (P)
- 3) Students can create a story to match the music. (P)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

SKILLS TAUGHT:

- 1) Students can say how music is like other things I learn in school. (R)
- 2) Students can sing a song in another language. (S)
- 3) Students can find patterns in music. (R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures.

SKILLS TAUGHT:

- 1) Students can recognize the difference between styles of music. (R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

- 1) Students can say when music is from various cultures or countries. (K)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

- 1) Students can make a list of places they hear or use music during the day. (P)
- 2) Students can tell why songs are used (example: lullaby, march, holiday, etc.) (K)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

1) Students can list jobs in music, art, dance, and drama. (K)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

1) Students can show appropriate audience behavior. (K)

Common Vocabulary:

Steady beat, rhythm, ta, ti-ti, rest, pitch (so-mi-la-do), dynamics (forte-piano), tempo (fast-slow-medium, presto, lento, moderato), form, orchestra, four families of instruments, composer, vocal, instrumental

Content used to address skills:

Textbook Series: Silver Burdett- Making Music

Freddie the Frog series and materials

“Music K8” magazine and cds

“Music Express” magazine and cds

MusicPlayOnline.com

Famous Composers series of books

Assorted recordings and videos of live performances

Assorted digital resources for Smart Board

Assorted children’s literature about music

First Steps in Music- John Feierabend

Purposeful Pathways

Conversational Solfege

GENERAL MUSIC GRADE 3

Course Overview: Grade 3 students will engage in a wide variety of music activities, including singing, playing instruments, and moving to music. Music notation is addressed through reading rhythms in 2/4, 3/4, 4/4 and reading five note melodic notations on a five line staff. They also continue building the foundation of musical vocabulary.

Prerequisite skills:

Identify, read, notate and compose with known rhythmic elements: quarter, eighth pairs, quarter rest

Identify, read, notate and compose with known pitch elements so/mi

Can use Curwen hand signs to identify and sing known solfege syllables

Identify known elemental forms: AB, ABBA, ABC, ABCA, etc

Can sing and play with musical fluency

Can describe function of a staff

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can sing by myself and with others (K,S)
- 2) Students can use good posture when singing (K,S)
- 3) Students can keep a steady tempo while singing (K,S)
- 4) Students can sing with good diction, accurate rhythm, and accurate pitch.

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can make and perform a dynamic plan for a song using p, mp, mf, and f. (K, S)
- 2) Students can count the number of phrases in a song. (K)
- 3) Students can make musical choices to perform the song (R)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing seasonally appropriate repertoire from different cultures.(S)
- 2) Students can sing folk songs, patriotic and seasonal songs, multicultural songs, cumulative songs and singing games in my music class. (S)
- 3) Students can describe the purpose for a song (R)

Benchmark 4: Students sing ostinatos, partner songs, and rounds (canons).

SKILLS TAUGHT:

- 1) Students can sing or speak a simple ostinato while others are singing a song. (S)
- 2) Students can sing or speak a canon when the class divides into two groups. (S)
- 3) Students can sing a melody that differs from a second melody sung at the same time, when the class divides into two groups (S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can sing a four beat pitch pattern using hand signs and solfeggio. (S)
- 2) Students can sing solfege sounds in response to leader's hand signs (S)
- 3) Students can sing forte and piano as I follow the conductor's gestures (S)
- 4) Students can adjust their volume accordingly when singing with others (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can perform musical phrases with body percussion. (S)
- 2) Students can perform musical phrases on classroom instruments. (S).
- 3) Students can play the soprano recorder with a pleasant tone, using soft, warm air (S, P)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can perform a four to eight measure rhythmic phrase on unpitched percussion instruments (S,P)
- 2) Students can play a four measure melody on the xylophone and/or recorder (S,P)
- 3) Students can perform a shifting bordun on an instrument (Ex Orff xylophone, Boomwhackers). (S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can choose appropriate sounds from unpitched percussion instruments to enrich the words in poetry, literature, and song. (K,S)
- 2) Students can respectfully perform music from other cultures (R, P)

Benchmark 4: Students echo short rhythms and melodic patterns.

SKILLS TAUGHT:

- 1) Students can play a simple ostinato pattern while singing a song. (S)
- 2) Students can copy patterns/phrases from the leader (S,P)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can start a piece watching the cue of a conductor. (S)
- 2) Students can respond to loud and quiet following a conductor. (S)
- 3) Students can play at the appropriate dynamic level with my ensemble. (S)
- 4) Students can play my instrument independently as part of an ensemble. (S, P)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can perform a rhythmic or melodic ostinato pattern with a small group as the class sings a song. (S)
- 2) Students can perform a rhythmic or melodic ostinato pattern by themselves as the class sings a song. (S)
- 3) Students can perform a different melody with a small group as the class sings or performs a contrasting melody. (S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to a given rhythmic and melodic phrases. (Call and Response)

SKILLS TAUGHT:

- 1) Students can create and perform an eight beat answer using body percussion or unpitched percussion instruments when their teacher asks a seven beat question. (S,R,P)
- 2) Students can create and perform an eight beat answer when my teacher sings or plays a seven beat question. (S,R,P)
- 3) Students can create and perform my improvisation on unpitched percussion, melodic percussion, recorder, or using their voice. (S,P)
- 4) Students can use known rhythmic and pitch patterns to create their response (S,P)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

- 1) Students can create an eight beat melody on pitched mallet instruments. (R)
- 2) Students can create an eight beat rhythm using quarter note, eighth note pairs, half notes, quarter rest, half rest, whole notes on unpitched percussion, pitched percussion, voice, or recorder. (R)
- 3) Students can create using known absolute pitches or solfege (S,P)

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT:

- 1) Students can create a song using the rhythm of a poem on unpitched percussion instruments or barred instruments. (P)
- 2) Students can make up a song that is eight beats long on barred instruments. (P)
- 3) Students can use neighbor tones to embellish the melody (S R,P)
- 4) Students can use repetition or sequence to embellish the melody or rhythmic phrase (S,R,P)

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers

snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT:

- 1) Students can create music that expresses the mood of a story or poem. (P)
- 2) Students can make informed choices about found sounds (R)
- 3) Students can make informed choices about electronic sounds (R)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

- 1) Students can select sounds from a variety of unpitched percussion instruments to represent characters in a story. (R)
- 2) Students can arrange a song (write verses, order phrases, sing or play) to help tell a story. (R)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

SKILLS TAUGHT:

- 1) Students can create using known absolute pitches, solfege sounds, and rhythmic elements (S,P)
- 2) Students can create two contrasting phrases using two assigned eight beat rhythms. (R)
- 3) Students can create phrases to fit an elemental form (S,P)
- 4) Students can make informed choices about melodic contour (R,P)

Benchmark 3: Students use a variety of sound sources when composing.

SKILLS TAUGHT:

- 1) Students can use my voice, pitched and unpitched percussion, and found sounds to create music. (S)
- 2) Students can use found sounds to create music compositions (R)
- 3) Students can use electronic sounds to create music compositions (R)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, eighth note pairs, eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Learning Targets (Type):

- 1) Students can read rhythm cards with the correct rhythmic syllables. (S)
- 2) Students can identify the number of beats in each note. (S)
- 3) Students can write an eight measure rhythm using known rhythmic elements (S)
- 4) Students can identify, read, and notate with dotted half notes.

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

- 1) Students can identify and notate L-S -M-R-D on the treble staff in G major. (R)
- 2) Students can sing and sign L-S -M-R-D melodies on the treble staff in G major. . (S)
- 3) Students can sing L-S -M-R-D-patterns when their teacher points to steps on the solfege ladder. (S)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

- 1) Students can define, identify, and perform piano, forte, crescendo, and decrescendo. (S)

- 2) Students can define, identify, and use accelerando and ritardando. (S)
- 3) Students can define, identify, and perform slur and staccato (S)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

- 1) Students can write La, So, Mi, Re, Do patterns on the treble staff in G Major. (S)
- 2) Students can identify notes on the staff by absolute pitch (S)
- 3) Students can write an eight beat rhythm pattern using quarter notes, eighth notes, half notes, whole notes, quarter rests, half rests, and whole rests. (S)
- 4) Students can count the beats in a measure (S)
- 5) Students can write dynamic markings and symbols in notation (S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

- 1) Students can show form through patterned movement in response to same and different music. (K)
- 2) Students can label the same and different music with the letters 'A' and 'B'. (K)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures,

SKILLS TAUGHT:

- 1) Students can recognize and describe percussion, strings, winds, and brass instruments. (K)
- 2) Students can recognize different vocal qualities. (K)
- 3) Students can perform singing games, add-on songs, patriotic, seasonal, multicultural and folk songs. (S)
- 4) Students can perform songs from other cultures respectfully (R)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Learning Targets (Type):

SKILLS TAUGHT:

- 1) Students can listen to music and identify it as fast or slow. (K)
- 2) Students can listen to music and identify it as loud or soft and forte or piano. (K)
- 3) Students can name quarter notes, half notes, dotted half notes, eighth notes, whole notes, quarter rests, half rests, and whole rests when I see or hear them. (K,S)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

- 1) Students can name the non-pitched percussion instrument family (woods, metals, shakers, and membranes) when I hear them played. (K,S)
- 2) Students can name the barred instrument family (woods, metals, glockenspiels) when I hear them played. (K)
- 3) Students can identify the difference between children's voices and adult voices. (R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

- 1) Students can stand to show all repeating sections when listening to music. (K)
- 2) Students can identify sections of music by holding up the correct letter card when the section is heard. (K)
- 3) Students can show through my movements that music is fast, slow, high, low, speeding up, or slowing down. (P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

- 1) Students can contribute to discussion when critiquing a musical performance. (K, R)

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

- 1) Students can offer positive and constructive comments using musical terms when discussing a musical performance. (K)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

- 1) Students can compare the melodic line and the visual line in a piece of music and in a visual art. (K)
- 2) Students can create a piece of visual art using musical timbres as a source of inspiration. (P)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions).

SKILLS TAUGHT:

- 1) Students can use math operations to identify the number of beats in each measure, phrase, or piece. (K)
- 2) Students can use language arts skills to write lyrics in music class. (S,K)
- 3) Students can find patterns in music. (S)
- 4) Students can sing a song in another language. (S)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures.

SKILLS TAUGHT:

- 1) Students can identify the instruments I hear by their tone color. (R)
- 2) Students can name the style by the tone colors used in the music. (R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

- 1) Students can describe, in my own words, how musical elements are used in the music of other cultures. (K, R)
- 2) Students can identify instruments or singing by aural characteristics in music from other cultures. (K, R)
- 3) Students can identify rhythmic and melodic elements in music from other cultures. (K, R)
- 4) Students can identify dynamics, tempo, and articulation in music from other cultures. (K, R)
- 5) Students can identify elemental forms in music from other cultures. (K, R)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

- 1) Students can make a list of places I hear or use music during the day. (P)
- 2) Students can tell why songs are used (example: lullaby, march, holiday, etc.) (R)
- 3) Students can use musical vocabulary when describing characteristics of music. (R)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

- 1) Students can list jobs in music, art, dance, and drama. (K)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

- 1) Students can focus on the performer and remain quiet throughout the performance. (P)
- 2) Students can show that I liked the performance by clapping. (P)

Common Vocabulary:

Solfege, pitch, rhythm, quarter, eighth, half, and whole notes, rests, dotted half note, staff, treble clef, measure, bar line, double bar line, repeat, time signature, key signature, bass clef, dynamics, tempo, piano, forte, mezzo, crescendo, decrescendo, accelerando, composition, improvise, call, response, canon, round, partner song

Content used to address skills:

Conversational Solfege Units 4, 5, 7, 10

MusicPlayOnline.com

Orff Schulwerk Supplementals, various

Music K8, various

Rockin Recorder

Rhythmically Moving Folk Dance -various

Smart Board resources

Teacher Made resources

Purposeful Pathways

GENERAL MUSIC GRADE 4

Course Overview: The 4th grade music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, and observe musical performances and perform in selected school and community venues. Students are assessed through playing, oral and written work, oral and written assessment, and participation.

Prerequisite skills:

Identify, read, notate and compose with known rhythmic elements: quarter, eighth pairs, quarter rest, half notes, half rest, whole note, whole rest, dotted half note

Identify, read, notate and compose with known solfège elements La, So, Mi, Re, Do

Identify, read, notate, and compose with absolute pitches B,A,G, E, D

Can use Curwen hand signs to identify and sing known solfège syllables

Identify known elemental forms: AB, ABBA, ABC, ABCA, etc

Can sing and play with musical fluency

Can describe function of a staff

Can perform rhythmic and melodic ostinati

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can sing by themselves and with others. (K,S)
- 2) Students can use good posture while singing. (K,S)
- 3) Students can keep a steady tempo while singing. (K,S)
- 4) Students can sing with accurate diction, pitch, and rhythm. (K,S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can make and perform a dynamic plan for a song using p, mp, mf, f (K,S)
- 2) Students can sing in the correct style in a song. (K,S)
- 3) Students can breathe in the correct places between phrases in a song. (K,S)
- 4) Students can make musical choices to perform the song

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing seasonally appropriate repertoire from different cultures (K,S)
- 2) Students can sing folk songs, patriotic and seasonal songs, multicultural songs, cumulative songs, and singing games in music class

- 3) Students can perform music from other cultures with respect. ®
- 4) Students can describe the purpose for a song (R)

Benchmark 4: Students sing ostinatos, partner songs, and rounds.

SKILLS TAUGHT:

- 1) Students can sing or speak an ostinato during a song. (K,S)
- 2) Students can sing either part in a partner song. (K,S)
- 3) Students can sing in different entrances in a round. (K,S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT: :

- 1) Students can sing a four beat pitch pattern using hand signs and solfeggio. (S)
- 2) Students can sing solfege sounds in response to leader's hand signs (S)
- 3) Students can sing forte and piano as they follow the conductor's gestures (S)
- 4) Students can adjust my volume accordingly when singing with others (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can perform musical phrases on classroom instruments (K,S)
- 2) Students can play a soprano recorder with a pleasant tone, using soft, warm air. (K,S)
- 3) Students can keep a steady tempo while playing instruments. (K,S)
- 4) Students can play the correct pitches on instruments. (K,S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can play rhythmic phases by themselves on many different kinds of instruments. (K,S)
- 2) Students can play melodies by themselves on many different kinds of instruments. (K,S)
- 3) Students can play shifting borduns and parts of chords (intervals) by themselves on many different kinds of instruments. (K,S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT: :

- 1) Students can choose appropriate sounds from unpitched percussion instruments to enrich the words in poetry, literature, and song (K,S)
- 2) Students can respectfully perform music from other cultures

Benchmark 4: Students echo short rhythms and melodic patterns.

SKILLS TAUGHT:

- 1) Students can echo rhythmic and melodic patterns on instruments. (K,S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can start a piece and enter phrases by watching the cue of a conductor (K,P)
- 2) Students can interpret conductor's gestures regarding tempo and dynamics (K,P)
- 3) Students can play at the appropriate dynamic level with their ensemble (K,P)
- 4) Students can play my instrument independently as part of an ensemble (S,P)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can play melodic and rhythmic ostinato on instruments. (K,S)
- 2) Students can play harmonic progressions and chords (intervals) on instruments. (K,S)
- 3) Students can play a different rhythmic line at the same time that another is played. (K,S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise "answers" in the same style to given rhythmic and melodic phrases.

SKILLS TAUGHT:

- 1) Students can create musical answers using known rhythmic and pitch elements using voice, recorder, pitched and unpitched percussion. (K,S)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

- 1) Students can create musical phrases using known rhythmic and pitch elements using voice, recorder, pitched and unpitched percussion. (K,S)
- 2) Students can create using known absolute pitches or solfege (K,S)

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT:

- 1) Students can use repetition or sequence to embellish the melody or rhythmic phrase (S,R,P)
- 2) Students can use neighbor tones to embellish the melody (S,R,P)

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT:

- 1) Students can create a song or rhythm piece using my voice and body percussion. (K,S)
- 2) Students can create a rhythm or melody using instruments in the classroom, electronic sounds, and found sounds. (K,S)
- 3) Students can make informed choices about using sounds sources (R)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

- 1) Students can create their own music or make changes to someone else's composition to go with a story or play. (R)
- 2) Students can select sounds from a variety of unpitched percussion instruments to represent characters in a story (R)
- 3) Students can arrange a song (write verses, order phrases, sing or play) to help tell a story. (R)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

SKILLS TAUGHT:

- 1) Students can create using known absolute pitches, solfege sounds, and rhythmic elements (S,P)
- 2) Students can create two contrasting phrases using two assigned eight beat rhythms
- 3) Students can create phrases to fit an elemental form (S,P)
- 4) Students can make informed choices about melodic contour (R,P)
- 5) Students can notate their musical choice (S)

Benchmark 3: Students use a variety of sound sources when composing. Learning Targets (Type):

- 1) I can use many different kinds of things that create sound when I make up my own music. (K,S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, eighth note pairs, sixteenth notes, quarter rests, half rests and whole in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

- 1) Students can read rhythm patterns using known rhythmic elements (K,R,P)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

- 1) Students can identify and notate High Do, La, So, Mi, Re, Do on the treble staff in C major (K,R,P)
- 2) Students can sing and sign melodies with High Do, La, So, Mi, Re, Do on the treble staff in C major (K, S, P)
- 3) Students can sing High Do, La, So, Mi, Re, Do on the treble staff in C major when the teacher points to the solfege ladder (K, S, P)
- 4) Students can identify and notate low So on the treble staff in G major (K, S, P)
- 5) Students can identify and notate low LA on the treble staff in G Major (K, S, P)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

- 1) Students can define, identify, and perform dynamic, tempo and articulation marking in notation. (K,S,P)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

- 1) Students can write High Do, La, So, Mi, Re, Do on the treble staff in C major (K,S,P)

- 2) Students can identify notes on the staff by absolute pitch (K,S,P)
- 3) Students can write a rhythmic phrase using known rhythmic elements (K,S,P)
- 4) Students can count the beats in a measure (K, S, P)
- 5) Students can write dynamic markings and symbols in notation (K,S,P)\

NATIONAL STANDARD 6: Students listen to, analyze, and describe music. Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

- 1) Students can listen to a piece of music and recognize its form. (K,R)
- 2) Students can show form through movement in response to listening to music (R)
- 3) Students can use letters to label the sections of music- example, AB, (S)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

SKILLS TAUGHT:

- 1) Students can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. (K,R)
- 2) Students can perform motions to a folk dance (P)
- 3) Students can recognize instrument by aural characteristics (R)
- 3) Students can recognize different vocal qualities (R)
- 4) Students can perform music from other cultures respectfully (R)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

- 1) I can use the correct musical terms when I explain things about music. (K,R)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

- 1) Students can recognize instruments and voices by aural characteristics (K, R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

- 1) Students can show different qualities about music through movement and acting. (K,R)
- 2) Students can create a dance in response to listening to music (K, R, P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

- 1) Students can contribute to discussions when critiquing a musical performance (K, R)

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

1) Students can offer positive and constructive comments using musical terms when discussing a musical performance (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

1) Students can compare and contrast terms that are used in the different arts. (K,R)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

SKILLS TAUGHT:

1) Students can explain how music is related to other subjects taught in school. (K,R)

2) Students can use fractions to show note values (K,R)

3) Students can sing or chant in a foreign language (S)

4) Students can use language arts skills to create lyrics (S, R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures.

SKILLS TAUGHT:

1) Students can listen to and identify music from different times and cultures. (K,R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

1) Students can describe, in my own words, how musical elements are used in the music of other cultures. (K,R)

2) Students can identify instruments or singing by aural characteristics in music from other cultures. (K,R)

3) Students can identify rhythmic and melodic elements in music from other cultures. (K,R)

4) Students can identify dynamics, tempo, and articulation in music from other cultures. (K,R)

5) Students can identify elemental forms in music from other cultures (K,R)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

1) Students can identify how music is a part of my daily life. (K,R)

2) Students can explain how different kinds of music are best used for certain things. (K,R)

3) Students can use musical vocabulary when describing characteristics of music. (R)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

1) Students can identify and explain the different types of musicians in different situations and cultures. (K,R)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

1) I can show the correct way to behave at a concert or program. (K,R,P) 48

Common Vocabulary:

Solfege, pitch, rhythm, quarter, eighth, half, and whole notes, rests, dotted half note, sixteenth notes, staff, treble clef, measure, bar line, double bar line, repeat, time signature, key signature, bass clef, dynamics, tempo, piano, forte, mezzo, crescendo, decrescendo, accelerando, composition, improvise, call, response, concert, canon, round, partner song, pentatonic, chord, interval

Content used to address skills:

Conversational Solfege Units 14, 17, 19, 21

MusicPlayOnline.com

Orff Schulwerk Supplementals, various

Music K8, various

Various choral repertoire

Smart Board resources

Teacher Made resources

Rhythmically Moving Folk Dance -various

Purposeful Pathways

VIOLIN GRADE 4

Course Overview: The 4th grade violin class is designed to introduce students to the fundamentals of playing a stringed instrument, thus providing a solid foundation for future musical growth. Assessment tools include playing tests, and concert participation.

Prerequisite skills:

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

SKILLS TAUGHT:

- 1) Students can sing note-names and air-bow at the same time. (K,S)
- 2) Students can clap and sing note-names at the same time. (K,S)
- 3) Students can sing note-names on pitch for songs I am learning. (K,S)

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

SKILLS TAUGHT: : NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

SKILLS TAUGHT:

- 1) Students can open and close their instrument case correctly. (K,S))
- 1) Students can take good care of their instrument. (K,S)
- 2) Students understand how to tune their instruments (K, S)
- 3) Students can tighten and loosen my bow to the correct tension(s). (K,S)
- 4) Students can demonstrate proper body posture. (K,S,P)
- 5) Students can maintain proper instrument position. (K,S,P)
- 6) Students can form a proper bow hold. (K,S,P)
- 7) Students can draw a straight bow for a clear tone quality. (K,S,P)
- 8) Students can produce both legato and staccato styles. (K,S,P)
- 9) Students can perform quick and quiet bow lifts. (K,S,P)
- 10) Students know and understand how to rosin their bow (K,S,P)

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can perform finger pattern #1 in tune. (K,S,R,P)
- 2) Students can perform finger pattern #2 in tune. (K,S,R,P)
- 3) Students can perform a one octave D Major scale in tune. (K,S,R,P) 4)
- 4) Students can perform left-hand pizzicato. (K,S,P)
- 5) Students can play my 4th finger in tune
- 6) Students can play Eb on the D string and B-flat on the A string. (K,S,P)
- 7) Students can play crescendo and decrescendo to create beautiful phrases. (K,S,P)
- 8) Students can play terraced dynamics. (K,S,P)
- 9) Students can perform a musical ritardando. (K,S,P)

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Learning Targets (Type): NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets (Type): NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some solos performed from memory.

SKILLS TAUGHT:

- 1) Students can take my instrument home at least twice a week. (K)
- 2) Students can practice on my own using my workbook and musical repertoire packets. (K,S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

SKILLS TAUGHT:

- : 1) I can answer a musical question with my instrument. (K,S,R)
- 2) I can jazz-up Aunt Rhody. (K,S,R,P)

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

SKILLS TAUGHT: 1) I can make-up my own song and write it down with letter names. (K,S,R,P)

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

SKILLS TAUGHT: : NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

SKILLS TAUGHT: 1) I can read musical notation in 4/4 time for the notes of the D Major scale. (K,S)

2) I can read musical notation in 3/4 time for the notes of the D Major scale. (K,S)

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

SKILLS TAUGHT:

1) Students can track the notation for Can-Can (Essential Elements, book 1). (K,S)

2) Students can read basic combinations of half, quarter, and eighth notes. (K,S)

3) Students can perform from notation using the notes of the D Major scale. (K,S,P)

4) Students can tell you how many flats are in a measure

5) Students can name how many flats are in a measure.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

SKILLS TAUGHT:

1) Students can identify piano and forte playing. (K)

2) Students can identify Allegro and Largo tempos in another's playing. (K)

3) Students can identify legato and staccato playing. (K)

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: Students listen to, analyze, and describe music. Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

SKILLS TAUGHT:

- 1) Students can state the form of Twinkle, Twinkle. (K)
- 2) Students can perform a form of Ode to Joy (BBAB). (K,S,P)
- 3) Students can identify Rondo form when listening to a piece. (K)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

SKILLS TAUGHT:

- 1) Students can say who wrote Ode To Joy. (K)
- 2) Students can listen quietly to a piece by Bach. (S)
- 3) Students can play Twinkle, Twinkle. (K,S,P)

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

SKILLS TAUGHT:

- 1) Students can write down the form of Twinkle, Twinkle Little Star – Theme. (K,R,P)
- 2) Students can identify the theme and Variations of Twinkle, Twinkle Little Star. (K)
- 3) Students can identify the form of Allegro. (K)

NATIONAL STANDARD 7: Students evaluate music and music performances. Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

SKILLS TAUGHT:

- 1) Students can state whether or not a performer is playing in sync with a piano accompaniment. (K)
- 2) Students can offer constructive criticism about a classmate's solo performance, identifying the most important area for improvement. (K)
- 3) Students can offer an honest evaluation of my group's performance of a piece. (K)
- 4) Students can show that they care about my improvement by paying attention in class. (K,S)
- 5) Students demonstrate my support for my classmates by padding my feet when they play well. (K,S,P)
- 6) Students can sit quietly while others are rehearsing. (K,S)
- 7) Students can sit in rest position when they are not performing.

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

SKILLS TAUGHT:

- 1) Students can offer their version of a song's "story" from their own imagination. (R,P)
- 2) Students can identify 3/4 time as a basis for the waltz (dance) – French Folk Song. (K)
- 3) Students can identify Hoedown as an American Fiddle Tune for folk dancing. (K)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

SKILLS TAUGHT:

- 1) Students can demonstrate an understanding of the 2:1 relationship between half-notes and quarter-notes – Mathematics. (K,S,P)
- 2) Students can play duets with complimentary rhythms, 2: 1 ration - Mathematics. (K,S,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

SKILLS TAUGHT:

- 1) Students can identify a tune my teacher performs as being Classical or Fiddle tune. (K)

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Learning Targets (Type): NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead cellist in a duo, composer of jingles for commercials, singer in an opera), and conditions under which music is typically performed.

SKILLS TAUGHT:

- 1) Students can state whether a video depicts a Church Musician, Concert Musician, or Dance Musician. (K)
- 2) Students can describe the music of my favorite video game and explain why it exists in a particular scene or area of the game. (K)
- 3) Students can describe the music of a movie scene that I like and tell how it helps the action of the scene. (K)

Common Vocabulary: up-bow, down bow, quarter note, half note, eighth note, quarter rest, eighth rest, whole note, whole note rest, arco, pizzicato, crescendo, decrescendo, ritardando, treble clef, sharp, flat, melody, harmony, detache, legato, dotted half note, fermata, tie, slur, staff

Content used to address skills: Essential Elements, book 1, various folk songs & appropriate musical repertoire for this age level



ABINGTON HEIGHTS MIDDLE SCHOOL MUSIC DEPARTMENT

GENERAL MUSIC GRADE 5 - 6

Course Overview: The 5th & 6th grade music class emphasizes a hands-on approach to music-making and study. Students play on a xylophone to compose, match pitches, and improvise simple melodies. Solfege and rhythm syllables are used to help students identify tonal relationships, pattern recognition and note reading skills. A variety of rhythm instruments are used for individual and group performances. Music of the Baroque and Classical Periods are introduced along with the composers of these style periods. Students are assessed through playing, singing, oral, written, and listening tests, and participation.

Prerequisite skills: Students build upon previous skills and experience.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can sing by myself and with others. (K,S)
- 2) Students can use good posture while singing. (K,S)
- 3) Students can keep a steady tempo while singing. (K,S)
- 4) Students can sing with correct diction, pitch, and rhythm. (K,S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can sing loudly and softly and get gradually louder and softer. (K,S)
- 2) Students can sing in the correct style in a song. (K,S)
- 3) Students can breathe in the correct places between phrases in a song. (K,S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing many different kinds of songs by memory. (K,S)

Benchmark 4: Students sing ostinati, partner songs, and rounds.

SKILLS TAUGHT:

- 1) Students can sing a melodic ostinato during a song. (K,S)
- 2) Students can sing either part in a partner song. (K,S)
- 3) Students can sing in different entrances in a round. (K,S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can sing in a group. (K,S,P)
- 2) Students can follow a conductor. (K,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can play loudly and softly on instruments. (K,S)
- 2) Students can play many different kinds of music on instruments. (K,S)
- 3) Students can keep a steady tempo while playing instruments. (K,S)
- 4) Students can play the correct pitches on instruments. (K,S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can play rhythmic patterns by myself on many different kinds of instruments. (K,S)
- 2) Students can play melodies by myself on many different kinds of instruments. (K,S)
- 3) Students can play chords by myself on many different kinds of instruments. (K,S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can play with expression on many different kinds of music on instruments. (K,S)

Benchmark 4: Students echo short rhythms and melodic patterns.

SKILLS TAUGHT:

- 1) Students can echo rhythmic and melodic patterns on instruments. (K,S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can play instruments in (groups) varied ensembles. (K,S)
- 2) Students can follow a conductor while playing an instrument. (K,S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can play melodic and rhythmic ostinato on instruments. (K,S)
- 2) Students can play harmonic progressions and chords on instruments. (K,S)
- 3) Students can play a different rhythmic line at the same time that another is played. (K,S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to given rhythmic and melodic phrases.

SKILLS TAUGHT:

- 1) Students can make up and play musical answers to questions that reflect the same style. (K,S)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

- 1) Students can make up and play a rhythm or melody as an ostinato pattern. (K,S)

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT:

- 1) Students can make up and add changes to a melody I know. (K,S)
- 2) Students can make up and add changes in rhythm patterns to a melody I know. (K,S)

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT:

- 1) Students can make up a song or rhythm piece using my voice and body percussion. (K,S)
- 2) Students can make up a rhythm or melody using instruments in the classroom. (K,S)
- 3) Students can make up melodies and rhythms using electronic sounds. (K,S)

NATIONAL STANDARD 5: Students read and notate music. Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

- 1) Students can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. (K,R,P)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

- 1) Students can read on a five line staff. (K,R,P)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

1) Students can read musical signs and symbols and respond to (use) them when I play and sing. (K,S,P)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

1) Students can write out melodies and rhythms in patterns given by my teacher. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music. Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

1) Students can listen to a piece of music and recognize its form. (K,R)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

SKILLS TAUGHT:

1) Students can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. (K,R)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

1) Students can use the correct musical terms when I explain things about music. (K,R)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

1) Students can listen to and identify different kinds of instruments and voices. (K,R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

1) Students can show different qualities about music through movement and acting. (K,R)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

1) Students can create criteria to evaluate a performance or composition.

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

1) Students can use correct musical terms when I explain why I like or dislike a piece of music. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

1) Students can compare and contrast terms that are used in the different arts. (K,R)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

SKILLS TAUGHT:

1) Students can explain how music is related to other subjects taught in school. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures.

SKILLS TAUGHT:

1) Students can listen to and identify music from different times and cultures. (K,R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

1) Students can describe, in my own words, how musical elements are used in the music of other cultures. (K,R)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

1) Students can identify how music is a part of my daily life. (K,R)

2) Students can explain how different kinds of music are best used for certain things. (K,R)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

1) Students can identify and explain the different types of musicians in different situations and cultures. (K,R)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

1) Students can show the correct way to behave at a concert or program. (K,R,P)

Common Vocabulary: music staff, key signature, time signature, bar lines, double bar line, measures, whole note, whole rest, half note, half rest, dotted half note, triplet, quarter note, quarter rest, eighth note, eighth rest, sixteenth note, sixteenth rest, note head, note stem, note flag, repeat sign, 1st and 2nd endings,

sharp sign, flat sign, natural sign, rhythm syllables, steady beat, tempo, metronome, melody, harmony, pitch, dynamics, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, fortississimo, accompaniment, acapella, unison, major scales, arpeggio, solfege syllables, concerto, symphony, opera, soprano, alto, tenor, bass, baroque period, classical period, Bach, Handel, Beethoven, Liszt.

Content used to address skills: Silver Burdett Making Music Textbook, teacher made materials, Finale Print Music program, interactive music websites, youtube videos, smartboard, teacher demonstrations.

GENERAL MUSIC GRADE 7 & 8

Course Overview: The 7th & 8th grade music class emphasizes a hands-on approach to music-making and study. Students play on a variety of instruments, compose, improvise, and observe musical performances. Students are introduced to the popular music styles of Twentieth Century American composers. Folk music and its origins are explored for students to gain an understanding and appreciation of America's diverse musical heritage. Students learn these skills through listening, reading, singing, film strips, teacher made materials, videos and smartboard presentations. Students are assessed by means of written, oral, and listening tests, participation, and performance of song repertoire.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can sing by myself and with others. (K,S)
- 2) Students can use good posture while singing. (K,S)
- 3) Students can keep a steady tempo while singing. (K,S)
- 4) Students can sing with correct diction, pitch, and rhythm. (K,S)

Benchmark 2: Students sing expressively, with appropriate dynamics, phrasing, and interpretation.

SKILLS TAUGHT:

- 1) Students can sing loudly and softly and get gradually louder and softer. (K,S)
- 2) Students can sing in the correct style in a song. (K,S)
- 3) Students can breathe in the correct places between phrases in a song. (K,S)

Benchmark 3: Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.

SKILLS TAUGHT:

- 1) Students can sing many different kinds of songs by memory. (K,S)

Benchmark 4: Students sing ostinati, partner songs, and rounds.

SKILLS TAUGHT:

- 1) Students can sing a melodic ostinato during a song. (K,S)
- 2) Students can sing either part in a partner song. (K,S)
- 3) Students can sing in different entrances in a round. (K,S)

Benchmark 5: Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can sing in a group. (K,S,P)
- 2) I can follow a conductor. (K,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

SKILLS TAUGHT:

- 1) Students can play loudly and softly on instruments. (K,S)
- 2) Students can play many different kinds of music on instruments. (K,S)
- 3) Students can keep a steady tempo while playing instruments. (K,S)
- 4) Students can play the correct pitches on instruments. (K,S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.

SKILLS TAUGHT:

- 1) Students can play rhythmic patterns by myself on many different kinds of instruments. (K,S)
- 2) Students can play melodies by myself on many different kinds of instruments. (K,S)
- 3) Students can play chords by myself on many different kinds of instruments. (K,S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

SKILLS TAUGHT:

- 1) Students can play with expression on many different kinds of music on instruments. (K,S)

Benchmark 4: Students echo short rhythms and melodic patterns.

SKILLS TAUGHT:

- 1) Students can echo rhythmic and melodic patterns on instruments. (K,S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

SKILLS TAUGHT:

- 1) Students can play instruments in (groups) varied ensembles. (K,S)
- 2) Students can follow a conductor while playing an instrument. (K,S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts.

SKILLS TAUGHT:

- 1) Students can play melodic and rhythmic ostinato on instruments. (K,S)
- 2) Students can play harmonic progressions and chords on instruments. (K,S)
- 3) Students can play a different rhythmic line at the same time that another is played. (K,S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise “answers” in the same style to give rhythmic and melodic phrases.

SKILLS TAUGHT:

- 1) Students can make up and play musical answers to questions that reflect the same style. (K,S)

Benchmark 2: Students improvise simple rhythmic and melodic ostinato accompaniments.

SKILLS TAUGHT:

- 1) Students can make up and play a rhythm or melody as an ostinato pattern. (K,S)

Benchmark 3: Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

SKILLS TAUGHT:

- 1) Students can make up and add changes to a melody I know. (K,S)
- 2) Students can make up and add changes in rhythm patterns to a melody I know. (K,S)

Benchmark 4: Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds (e.g., voices instruments), nontraditional sounds available in the classroom (e.g., paper tearing, pencil tapping), body sounds (e.g., hands clapping, fingers snapping), and sounds produced by electronic means (e.g., personal computers and basic MIDI devices, including keyboards, sequencers, synthesizers, and drum machines.

SKILLS TAUGHT:

- 1) Students can make up a song or rhythm piece using my voice and body percussion. (K,S)
- 2) Students can make up a rhythm or melody using instruments in the classroom. (K,S)
- 3) Students can make up melodies and rhythms using electronic sounds. (K,S)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students create and arrange music to accompany readings or dramatizations.

SKILLS TAUGHT:

- 1) Students can create my own music or make changes to someone else's composition to go with a story or play. (K,S,P)

Benchmark 2: Students create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

SKILLS TAUGHT:

- 1) Students can make up a song (and write it down) using specified guidelines. (K,S,P)
- 2) Students can make up a piece for an instrument (and write it down) using specified guidelines. (K,S,P)

Benchmark 3: Students use a variety of sound sources when composing.

SKILLS TAUGHT:

- 1) Students can use many different kinds of things that create sound when they make up my own music. (K,S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

SKILLS TAUGHT:

- 1) Students can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. (K,R,P)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

SKILLS TAUGHT:

- 1) Students can read on a five line staff. (K,R,P)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

SKILLS TAUGHT:

- 1) Students can read musical signs and symbols and respond to (use) them when I play and sing. (K,S,P)

Benchmark 4: Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.

SKILLS TAUGHT:

1) Students can write out melodies and rhythms in patterns given by my teacher. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students identify simple music forms when presented aurally.

SKILLS TAUGHT:

1) Students can listen to a piece of music and recognize its form. (K,R)

Benchmark 2: Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.

SKILLS TAUGHT:

1) Students can listen to music from various cultures and answer questions about it, describe it in my own words, and move to it. (K,R)

Benchmark 3: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

SKILLS TAUGHT:

1) Students can use the correct musical terms when I explain things about music. (K,R)

Benchmark 4: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

SKILLS TAUGHT:

1) Students can listen to and identify different kinds of instruments and voices. (K,R)

Benchmark 5: Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.

SKILLS TAUGHT:

1) Students can show different qualities about music through movement and acting. (K,R)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students devise criteria for evaluating performances and compositions.

SKILLS TAUGHT:

1) Students can create criteria to evaluate a performance or composition.

Benchmark 2: Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles.

SKILLS TAUGHT:

1) Students can use correct musical terms when I explain why they like or dislike a piece of music. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

SKILLS TAUGHT:

- 1) Students can compare and contrast terms that are used in the different arts. (K,R)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts; using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

SKILLS TAUGHT:

- 1) Students can explain how music is related to other subjects taught in school. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students identify by genre or style aural examples of music from various historical periods and cultures

SKILLS TAUGHT:

- 1) Students can listen to and identify music from different times and cultures. (K,R)

Benchmark 2: Students describe in simple terms how elements of music are used in music examples from cultures of the world.

SKILLS TAUGHT:

- 1) Students can describe, in my own words, how musical elements are used in the music of other cultures. (K,R)

Benchmark 3: Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

SKILLS TAUGHT:

- 1) Students can identify how music is a part of my daily life. (K,R)
- 2) Students can explain how different kinds of music are best used for certain things. (K,R)

Benchmark 4: Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.

SKILLS TAUGHT:

- 1) Students can identify and explain the different types of musicians in different situations and cultures. (K,R)

Benchmark 5: Students demonstrate audience behavior appropriate for the context and style of music performed.

SKILLS TAUGHT:

- 1) Students can show the correct way to behave at a concert or program. (K,R,P)

Common Vocabulary: steady beat, rhythm patterns, whole note, half note, quarter note, eighth note, sixteenth note, work songs, chanteys, ballads, oral tradition, railroad worker, miner, legend, folklore, spirituals, gospel music, tarriers, shantyman, call and response, cowboys, chorus, civil war, capstan.

Content used to address skills: Silver Burdett Making Music Textbook, teacher made materials, Finale Print Music program, videos, interactive music websites, youtube videos, smartboard, teacher made materials, filmstrips, recordings.

Music Lab (Piano Lab)

Course Overview: The Music Lab curriculum includes the following courses:

Electronic Keyboards (7th/8th) - Educates students on how to operate and program the Yamaha PSR-E403 electronic keyboard. Composing rhythm loops is also covered.

Beginner Piano (7th/8th) - An introductory piano/keyboard course for students who wish to learn basic piano playing skills.

Exploring Music/Music In Motion/Music Mashup (5th - 8th) - Music appreciation style classes which utilizes the music lab to reinforce skills taught in the classroom setting of the blue auditorium, including music theory and electronic music production.

The Music Lab emphasizes a hands-on approach to piano performance, synthesizers, music production, and music theory. Students are assessed through:

1. Performance, oral and written assessments
2. Classroom participation rubrics

Prerequisite skills: Students will build upon all skills, experience and concepts learned in previous music classes.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.

Skills Taught (Type):

- 1) I can play loudly and softly on keyboard instruments. (K,S)
- 2) I can keep a steady tempo while playing keyboard instruments. (K,S)
- 3) I can play the correct pitches on keyboard instruments (K,S)

Benchmark 2: Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on keyboard instruments.

Skills Taught (Type):

- 1) I can play rhythmic patterns by myself on keyboard instruments. (K,S)
- 2) I can play melodies by myself on keyboard instruments. (K,S)
- 3) I can play chords by myself on keyboard instruments. (K,S)

Benchmark 3: Students perform expressively a varied repertoire of music representing diverse genres and styles.

Skills Taught (Type):

- 1) I can play with expression on keyboard instruments. (K,S)

Benchmark 4: Students echo short rhythms and melodic patterns.

Skills Taught (Type):

- 1) I can echo rhythmic and melodic patterns on keyboard instruments. (K,S)

Benchmark 5: Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.

Skills Taught (Type):

- 1) I can play keyboard instruments in (groups) varied ensembles. (K,S)
- 2) I can follow a conductor while playing a keyboard instrument. (K,S)

Benchmark 6: Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinati, contrasting rhythmic lines, harmonic progressions, and chords).

Skills Taught (Type):

- 1) I can play melodic and rhythmic ostinato on keyboard instruments. (K,S)
- 2) I can play harmonic progressions and chords on keyboard instruments. (K,S)
- 3) I can play a different rhythmic line at the same time that another is played. (K,S)

NATIONAL STANDARD 5: Students read and notate music.

Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 1-3, on a scale of 1 to 6.

Benchmark 1: Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

Skills Taught (Type):

- 1) I can read rhythm patterns using whole, half, dotted half, quarter, and eighth notes and rests. (K,R,P)

Benchmark 2: Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.

Skills Taught (Type):

- 1) I can read on a five line staff. (K,R,P)

Benchmark 3: Students identify symbols and traditional terms referring to dynamics, tempo, and articulation, and interpret them correctly when performing.

Skills Taught (Type):

- 1) I can read musical signs and symbols and respond to (use) them when I play and sing. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.

Skills Taught (Type):

- 1) I can use the correct musical terms when I explain things about music. (K,R)

Benchmark 2: Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices, and male and female adult voices.

Skills Taught (Type):

1) I can listen to and identify different kinds of instruments and voices. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students identify similarities and differences in the meanings of common terms (e.g., form, line, contrast) used in the various arts.

Skills Taught (Type):

1) I can compare and contrast terms that are used in the different arts. (K,R)

Benchmark 2: Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., foreign languages: singing songs in various languages; language arts: using the expressive elements of music in interpretive readings; mathematics: mathematical basis of values of notes, rests, and time signatures; science: vibration of strings, drum heads, or air columns generating sounds used in music; geography: songs associated with various countries or regions.

Skills Taught (Type)

1) I can explain how music is related to other subjects taught in school. (K,R)

Common Vocabulary: piano, posture, hand position, finger numbering, treble staff, bass staff, grand staff, wrist position, octaves, key names, notation, time signature, rhythm, harmony, melody, music lab, electronic keyboards, synthesizers, patch, voice, MIDI, timbre, rhythm loops, parameter, pitchbend wheel, menu system, waveform, categories, auto accompaniment, effects, attack, release, filter, resonance, click track, envelope generator, pan, delay, tremolo.

Content used to address skills: Music Ace Maestro software, Sibelius Instruments software, Music First LMS software, Piano Suite Premier software, music lab, Yamaha PSR-E403 instructional manual, Yamaha PSR-E403 electronic keyboards, select YouTube instructional videos, teacher modeling, closed audio headphone system, workstations with desktop computers

CHORUS 5th - 8th

Course Overview: The Middle School Chorus class provides instruction in creating, performing, listening to, and analyzing music with a specific focus on the development of singing skills age appropriate to students ages 10 - 14.

Students will review the basics of music theory, vocal tone production, rhythmic skills, and choral rehearsal skills. Appropriate choral literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge.

Students will be assessed through a class participation rubric, participation in Winter and Spring concert performances, as well as post-concert evaluations.

Prerequisite skills: All singing and music skills taught in K-4 Chorus and General Music classes. Students should be able to demonstrate an understanding of the basics of music theory, vocal tone production, rhythmic skills, rehearsal skills, and reading music.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Skills Taught (Type):

- 1) Students can demonstrate correct posture for singing. (S)
- 2) Students can demonstrate correct breathing techniques. (S)
- 3) Students can maintain good focus while singing. (S)
- 3) Students can perform with a pleasant singing tone in middle and high registers. (7th & 8th graders)

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

Skills Taught (Type):

- 1) Students can demonstrate good articulation while singing. (S)
- 2) Students can sing expressively appropriate to the style of vocal literature. (S)
- 3) Students can sing expressively appropriate to the style of vocal literature.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Skills Taught (Type):

- 1) Students can sing music from different cultures with appropriate style. (S)

Benchmark 4: Students sing music written in two and three parts.

Skills Taught (Type):

- 1) Students can perform with a pleasant singing tone in middle and high registers. (S)
- 2) Students can sing accurate pitches. (S)
- 3) Students can perform accurate rhythms. (S)
- 4) Students can identify correct meters. (K)

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

Skills Taught (Type):

- 1) Students can participate in choral activities that have harmonic parts. (S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

Skills Taught (Type):

- 1) 5th & 6th grade: Students can perform music in 4/4, 3/4, and 6/8 time. (S)
- 2) 7th & 8th graders only: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.
- 2) Students can identify and perform basic note and rest values. (K)

Benchmark 2: Students read at sight simple melodies in treble clef.

Skills Taught (Type):

- 1) Students can recognize notes moving up and down by step. (R)
- 2) Students can identify the eight steps in a solfege scale. (R)

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Skills Taught (Type):

- 1) Students can identify and define musical terms and symbols. (K)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Skills Taught (Type):

- 1) Students can identify and describe meter, mood, style, tempo, and dynamics in a song. (K)
- 2) Students can identify basic musical forms. (K)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

Skills Taught (Type):

- 1) Students can evaluate a live performance. (R)

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Skills Taught (Type):

- 1) Students can listen to a recording of a performance for self-assessment. (R)
- 2) Students can give positive feedback to others. (R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

Skills Taught (Type):

1) Students can identify common elements between music, visual arts, drama, and dance. (K)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

Skills Taught (Type):

1) Students can participate in interdisciplinary units. (P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures

Skills Taught (Type):

1) Students can distinguish music from different cultures.

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Skills Taught (Type):

1) Students can classify music by genre and style. (K)

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in an opera), and conditions under which music is typically performed.

Skills Taught (Type):

1) Students can compare and contrast functions of music in different cultures. (R)

2) Students can perform music in a variety of languages. (S)

Common Vocabulary: All aspects of technique, dynamics, articulation, tone, and intonation - including but not limited to: unison, harmony, range, register, tessitura, head voice, chest voice, falsetto, alto, soprano, changing baritone, two-part, partner song, round, scat singing, melismatic, syllabic, improvising, diaphragmatic breathing, phrasing, breath control, solfege, vocal health, vocalise, warmups, posture, diction, enunciation, vowels, consonants, vocal cords, pharynx, rib cage, larynx, staccato, accent, adagio, al fine, alla breve, allegro dal segno, andante, arpeggio, a tempo, coda, da capo, decrescendo, espressivo, fine, forte, fortissimo, largo, legato, maestoso, mezzo-piano, natural, flat, sharp, octave, piano, pianissimo, più mosso, poco a poco, prestissimo, presto, triplet, ritardando, rubato, solo, tacet, tempo, stems, pitch, accidentals, meter, tempo, key signature, time signature, fermata, dynamics, articulation, anacrusis, metronome,

Content used to address skills: Daily vocalise warmup exercises, a variety of choral repertoire, select YouTube instructional videos, CD recordings, teacher modeling, peer2peer critique, self-reflection rubrics, self-critique worksheets

BAND GRADE 5 & 6

Course Overview: Fifth and Sixth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the nine national music content standards. Assessment tools include practice slips, playing tests, and concert participation.

Prerequisite skills: Students should be able to produce sound on at least one musical instrument. Students should be able to hear differences between pitches and sounds. Students should be able to identify notes on the staff. Students should be able to repeat rhythmic patterns they hear.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

SKILLS TAUGHT:

- 1) Students can sing note names while fingering. (K,S,P)
- 2) Students can sing note figures with solfeggio or other reading tools. (K,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

SKILLS TAUGHT:

- 1) Students can correctly identify all parts of my instrument. (K)
- 2) Students can correctly demonstrate proper care and maintenance of my instrument. (K)

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can demonstrate proper playing position for my particular instrument. (K,S,P)
- 2) Students can recognize and produce a characteristic tone for my instrument. (K,R,S,P)
- 3) Students can demonstrate the proper playing embouchure for my instrument. (K,S,P)
- 4) Students can demonstrate a characteristic sound for my instrument. (K,S,P)

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT:

- 1) Students can use correct fingerings and stickings when playing my instrument. (K,S,P)
- 2) Students can locate a fingering chart and use it when necessary. (K,S,P)

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

SKILLS TAUGHT:

- 1) Students can practice my instrument each night. (K,S,P)
- 2) Students can avoid distractions while I practice my instrument. (R,S,P)

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6, including some solos performed from memory.

SKILLS TAUGHT:

- 1) Students can successfully learn and perform a solo.(K,R,S,P)
- 2) Students can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. (K,R,S,P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

SKILLS TAUGHT:

- 1) Students can complete melodies. (K,S,P,R)
- 2) Students can play by ear (but it really hurts) (K,R,S)

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

SKILLS TAUGHT:

- 1) Students can successfully complete the Essential Elements creativity exercises when assigned. (K,S,P)

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

SKILLS TAUGHT:

- 1) Students can use various appropriate parts of my body to demonstrate beat. (K,S,P)

- 2) Students can identify a metronome and clearly state how to use it as a practice tool. (K,S,P)
- 3) Students can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times. (K)
- 4) Students can count out loud using a syllabic counting system. (K)

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

SKILLS TAUGHT:

- 1) Students can accurately draw my music clef. (K,S,P)
- 2) Students can name the lines and spaces of a music staff including ledger lines above and below. (K,S,P)

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

SKILLS TAUGHT:

- 1) Students can recognize and clearly define basic music terms. (K, P)
- 2) Students can demonstrate the ability to play fast and slow. (K,S,P)
- 3) Students can demonstrate the ability to play loud and soft. (K,S,P)

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

SKILLS TAUGHT:

- 1) Students can notate basic notes and rests in simple rhythmic patterns. (K)
- 2) Students can accurately draw my music clef. (K,S,P)
- 3) Students can name the lines and spaces of a music staff including ledger lines above and below. (K,S,P)

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can identify the difference between high and low notes. (K,R,P)
- 2) Students can read and identify the difference between steps and skips. (K,R,P)
- 3) Students can correctly play the Bb, Eb and F major scales. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music. Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

SKILLS TAUGHT:

- 1) Students can recognize the various timbres of my school band. (K,R,P)
- 2) Students can identify melody and accompaniment. (K,R,P)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

SKILLS TAUGHT:

- 1) Students can listen to a wide variety of performances including music I don't normally listen to. (K,R,P)
- 2) Students can begin building their own listening library. (K,R,P)

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

SKILLS TAUGHT:

1) Students can identify simple musical forms including AB, ABA and Rondo. (K,R,S,P)

NATIONAL STANDARD 7: Students evaluate music and music performances. Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

SKILLS TAUGHT:

1) Students can watch my conductor while playing. (R,S,P)

2) Students can clearly understand what my conductor is asking me to do while performing. (R,S,P)

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

SKILLS TAUGHT:

1) Students can be a productive and positive member of the band. (K,S,R,P)

2) Students can demonstrate proper rehearsal behavior and etiquette. (K,S,R,P)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

SKILLS TAUGHT:

1) Students can understand how the arts are connected. (K,R)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

SKILLS TAUGHT:

1) I can understand how music relates to other subjects. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures

SKILLS TAUGHT:

1) Students can identify different styles of music. (K,R,P)

2) Students can play different styles of music. (K,S,P)

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

SKILLS TAUGHT:

NOT ADDRESSED IN THIS COURSE

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

SKILLS TAUGHT:

1) I can describe my role as a member of my school band. (K,R,P)

Common Vocabulary: All aspects of technique, dynamics, articulation, tone, and intonation.

Content used to address skills: Hands-on performance of musical instruments, method books, music repertoire, music theory worksheets, SmartBoard activities.

BAND GRADE 7 - 8

Course Overview: Seventh and Eighth Grade Band is designed to introduce students to the fundamentals of playing a wind, brass or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the nine national music content standards. Assessment tools include playing tests, and concert participation.

Prerequisite skills: Students should be able to proficiently demonstrate performance skills on their individual instruments. Students should be able to demonstrate proper posture and technique when performing on their individual instruments. Students should be able to recognize the differences between pitches and sounds. Students should be able to read written notes and rhythms. Students should be able to repeat rhythmic patterns they hear.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

SKILLS TAUGHT:

- 1) Students can sing note names in rhythm while fingering. (K, S,P)
- 2) Students can sing note figures with solfeggio or other reading tools. (K, S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

SKILLS TAUGHT:

- 1) Students can correctly identify all parts of my instrument. (K, S,P)
- 2) Students can correctly demonstrate proper care and maintenance of their instrument. (K,S,P)
- 3) Students can practice their instrument each night. (K, S,P)
- 4) Students can avoid distractions while they practice their instrument. (R,S,P)
- 5) Students can establish and reflect on clear goals for each practice session. (R,S,P)

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can demonstrate proper playing position for my particular instrument. (K, S,P)
- 2) Students can recognize and produce a characteristic tone for my instrument. (K,R,S,P)

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT:

- 1) Students can demonstrate the proper playing embouchure for my instrument. (K, S,P)
- 2) Students can demonstrate a characteristic sound for my instrument. (K, S,P)

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

SKILLS TAUGHT:

- 1) Students can use correct fingerings and stickings when playing my instrument. (K, S,P)
- 2) Students can locate a fingering chart and use it when necessary. (K, S,P)

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

SKILLS TAUGHT:

- 1) Students can successfully learn and perform a solo.(K,R,S,P)
- 2) Students can correctly identify expressive markings (Dynamics and Articulations) on a piece of music. (K,R,S,P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

SKILLS TAUGHT:

- 1) Students can complete melodies. (K,R,S,P)
- 2) Students can play by ear (but it really hurts). (K,R,S,P)

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

SKILLS TAUGHT:

- 1) Students can perform variations on a simple melody. (K,R,S,P)

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

SKILLS TAUGHT:

- 1) Students can successfully complete the Essential Elements creativity exercises when assigned. (K, S,P)
- 2) Students can properly notate music. (K,R,S,P)
- 3) Students can notate variations on a simple melody. (K,R,S,P)

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

SKILLS TAUGHT:

- 1) Students can use various appropriate parts of my body to demonstrate beat. (K, S,P)
- 2) Students can identify a metronome and clearly state how to use it as a practice tool. (K,R, P)
- 3) Students can demonstrate an understanding of a variety of meters both simple and compound. (K,R,S,P)

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

SKILLS TAUGHT:

- 1) Students can accurately draw my music clef. (K, S,P)
- 2) Students can name the lines and spaces of a music staff including ledger lines above and below. (K,S, P)

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

SKILLS TAUGHT:

- 1) Students can demonstrate an understanding of a numeric counting system. (K, S,P)
- 2) Students can recognize and clearly define basic music terms. (K, S,P)
- 3) Students can understand and play expressive markings. (K, S,P)
- 4) Students can use my glossary as a reference for terms I do not know. (K, P)
- 5) Students can identify the difference between high and low notes. (K,R,S,P) 6) I can read and identify the difference between steps and skips. (K,R,S,P)

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

SKILLS TAUGHT:

- 1) Students can notate basic notes and rests in simple rhythmic patterns. (K, S,P)

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can play melodies in a variety of major and minor keys. (K,R,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

Learning Targets (Type):

- 1) Students can use appropriate terms to talk about music. (K, S,P)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

SKILLS TAUGHT:

- 1) Students can listen to a wide variety of performances including music they don't normally listen to. (K,R, P)
- 2) Students can continue building my own listening library. (K,R, P)

Benchmark 3: Students demonstrate knowledge of the basic principles of meter rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

SKILLS TAUGHT:

1) Students can identify simple musical forms including AB, ABA, Rondo, Theme and Variations, March and Multi Movement works. (K,R,S,P)

NATIONAL STANDARD 7: Students evaluate music and music performances. Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

SKILLS TAUGHT:

- 1) Students can watch my conductor while playing. (R,S,P)
- 2) Students can clearly understand what my conductor is asking me to do while performing. (R,S,P)
- 3) Students can constructively critique both my performances and the ensemble's performances. (K,R,S,P)

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

SKILLS TAUGHT:

- 1) Students can be a productive and positive member of the band. (K,R, P)
- 2) Students can demonstrate proper rehearsal behavior and etiquette. (K,R, P)
- 3) Students can be an independent musician while still contributing to the good of the ensemble. (K,R, P)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

SKILLS TAUGHT:

- 1) Students can understand how the arts are connected. (K,R)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

SKILLS TAUGHT:

- 1) Students can understand how music relates to other subjects. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

SKILLS TAUGHT:

- 1) Students can identify different styles of music. (K,R, P)
- 2) Students can play different styles of music. (K, S,P)

Benchmark 2: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed.

SKILLS TAUGHT:

- 1) Students can describe my role as a member of my school band. (K,R, P)
- 2) Students can compare and contrast my role in music vs. other cultures. (K,R, P)

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in an opera), and conditions under which music is typically performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Common Vocabulary: All aspects of technique, dynamics, articulation, tone, and intonation.

Content used to address skills: Hands-on performance of musical instruments, method books, music repertoire, music theory worksheets, SmartBoard activities.

ORCHESTRA GRADE 5 - 6

Course Overview: The 5th and 6th grade Orchestra classes are designed to introduce students to the fundamentals of playing a stringed instrument, thus providing a solid foundation for future musical

growth. Assessment tools include playing tests, and concert participation. Students will be exposed to a variety of music, exercises, and basic scales. Repertoire is chosen based on key signatures and rhythm patterns for grade level. There are two concerts for each grade level, mid-year and end of year.

Prerequisite skills: Basic music skills learned in elementary school. Participation in 4th grade violin class is very helpful but not required.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

SKILLS TAUGHT:

- 1) Students can sing note-names and air-bow at the same time. (K,S)
- 2) Students can clap and sing note-names at the same time. (K,S)
- 3) Students can sing note-names on pitch for songs I am learning. (K,S)

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

SKILLS TAUGHT:

- 1) Students can open and close their instrument case correctly. (K,S))
- 2) Students can take good care of my instrument. (K,S)
- 3) Students understand how to tune my instrument (K, S)
- 4) Students can tighten and loosen my bow to the correct tension(s). (K,S)
- 5) Students can demonstrate proper body posture. (K,S,P)
- 6) Students can maintain proper instrument position. (K,S,P)
- 7) Students can form a proper bow hold. (K,S,P)

- 8) Students can draw a straight bow for a clear tone quality. (K,S,P)
- 9) Students can produce both legato and staccato styles. (K,S,P)
- 10) Students can perform quick and quiet bow lifts. (K,S,P)
- 11) Students know and understand how to rosin their bow (K,S,P)

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can perform finger pattern #1 in tune. (K,S,R,P)
- 2) Students can perform finger pattern #2 in tune. (K,S,R,P)
- 3) Students can perform a one octave D Major scale in tune. (K,S,R,P)
- 4) Students can perform left-hand pizzicato. (K,S,P)
- 5) Students can play my 4th finger in tune (violin/viola). I can shift to 2nd position (cello). I can shift to 3rd position (bass). (K,S,R,P)
- 6) Students can play Eb on the D string. (K,S,P)
- 7) Students can play crescendo and decrescendo to create beautiful phrases. (K,S,P)
- 8) Students can play terraced dynamics. (K,S,P)
- 9) Students can perform a musical ritardando. (K,S,P)

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some solos performed from memory.

SKILLS TAUGHT:

- 1) Students can take my instrument home at least twice a week. (K)
- 2) Students can practice on my own using my workbook. (K,S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

SKILLS TAUGHT:

- 1) Students can answer a musical question with my instrument. (K,S,R)
- 2) Students can jazz-up Aunt Rhody. (K,S,R,P)

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

SKILLS TAUGHT:

1) Students can make-up their own song and write it down with letter names. (K,S,R,P)

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

SKILLS TAUGHT:

1) Students can read musical notation in 4/4 time for the notes of the D Major scale. (K,S)

2) Students can read musical notation in 3/4 time for the notes of the D Major scale. (K,S)

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

SKILLS TAUGHT:

1) Students can track the notation for Can-Can (Essential Elements, book 1). (K,S)

2) Students can read basic combinations of half, quarter, and eighth notes. (K,S)

3) Students can perform from notation using the notes of the D Major scale. (K,S,P)

4) Students can tell you how many flats are in a measure

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

SKILLS TAUGHT:

1) Students can identify piano and forte playing. (K)

2) Students can identify Allegro and Largo tempos in another's playing. (K)

3) Students can identify legato and staccato playing. (K)

Benchmark 4: Students use standard notation to record their musical ideas and the musical ideas of others.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 6: Students listen to, analyze, and describe music. Benchmark 1:

Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

SKILLS TAUGHT:

- 1) Students can state the form of Boil The Cabbage Down. (K)
- 2) Students can perform a complimentary form of Boil Them Cabbage Down (BBAB). (K,S,P)
- 3) Students can identify Rondo form when listening to a piece. (K)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

SKILLS TAUGHT:

- 1) Students can say who wrote Ode To Joy. (K)
- 2) Students can listen quietly to a piece by Bach. (S)
- 3) Students can play Boil Them Cabbage Down. (K,S,P)

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

SKILLS TAUGHT:

- 1) Students can write down the form of Twinkle, Twinkle Little Star – Theme. (K,R,P)
- 2) Students can identify the theme and Variations of Twinkle, Twinkle Little Star. (K)
- 3) Students can identify the form of Allegro. (K)

NATIONAL STANDARD 7: Students evaluate music and music performances. Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

SKILLS TAUGHT:

- 1) Students can state whether or not a performer is playing in sync with a piano accompaniment. (K)
- 2) Students can offer constructive criticism about a classmate's solo performance, identifying the most important area for improvement. (K)
- 3) Students can offer an honest evaluation of my group's performance of a piece. (K)
- 4) Students can show that I care about my improvement by paying attention in class. (K,S)
- 5) Students demonstrate my support for my classmates by padding their feet when they play well. (K,S,P)
- 6) Students can sit quietly while others are rehearsing. (K,S)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

SKILLS TAUGHT:

- 1) Students can offer my version of a song's "story" from my own imagination. (R,P)
- 2) Students can identify 3/4 time as a basis for the waltz (dance) – French Folk Song. (K)
- 3) Students can identify Boil Them Cabbage Down as an American Fiddle Tune for folk dancing. (K)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the

human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

SKILLS TAUGHT:

- 1) Students can demonstrate an understanding of the 2:1 relationship between half-notes and quarter-notes – Mathematics. (K,S,P)
- 2) Students can play duets with complimentary rhythms, 2: 1 ration - Mathematics. (K,S,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

SKILLS TAUGHT:

- 1) Students can identify a tune my teacher performs as being Classical or Fiddle tune. (K)

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead cellist in a duo, composer of jingles for commercials, singer in an opera), and conditions under which music is typically performed.

SKILLS TAUGHT:

- 1) Students can state whether a video depicts a Church Musician, Concert Musician, or Dance Musician. (K)
- 2) Students can describe the music of my favorite video game and explain why it exists in a particular scene or area of the game. (K)
- 3) Students can describe the music of a movie scene that I like and tell how it helps the action of the scene. (K)

Common Vocabulary:

Down bow, Up bow, arco, pizzicato, legato, staccato, scale, octave, high, low, sharp, flat, natural, measure, melody, harmony, dynamics, piano, forte, bow lift, tremolo, rhythm, beat, tempo, allegro, andanto, largo, unison, treble clef, alto clef, bass clef, rests, fermata, D.C. al fine, Coda, repeat, fine, upbeat, downbeat, frog, tip, point, bow screw, rosin, double bar, 1st and 2nd endings, ledger lines, staff, arpeggio, shadow bowing, time signature, key signature, whole note, whole rest, half note, half rest, quarter note, quarter rest, dotted half note, eighth note, eighth rest, whole step, half step, solo, duet, trio, quartet, common time, cut time.

Content used to address skills: All for Strings-Book 1, Essential Elements-Book 1, Daily Scales and exercises, varied repertoire from middle school music library and new resources.

ORCHESTRA GRADE 7 - 8

Course Overview: The 7th and 8th grade Orchestra classes are designed to reinforce the fundamentals of playing stringed instruments, thus providing a solid foundation for continued musical growth.

Assessments include playing tests, concert participation, and festival participation at local Universities.

Two concerts are planned each year, middle and end of year. The music performed is chosen by key signature, rhythmic structure, and varied tempos.

Prerequisite skills: All skills learned in previous music classes, whether or not it was orchestra.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students sing music written in two and three parts.

SKILLS TAUGHT:

- 1) Students can sing my part for a simple orchestra chorale. (K,S)
- 2) Students can sing the note names of a simple orchestra chorale. (K,S)

Benchmark 5: Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform on at least one instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.

SKILLS TAUGHT:

- 1) Students can sit with proper posture when playing, without being reminded. (K,S)
- 2) Students can maintain an excellent bow hold while playing their instrument. (K,S)
- 3) Students can demonstrate proper instrument position throughout a rehearsal. (K,S)
- 4) Students can play tremolo and understand the musical notation for this technique. (K,S)
- 5) Students can play sul tasto with a straight bow. (K,S)
- 6) Students can play full bow strokes, frog-to-tip and tip-to-frog. (K,S)

Benchmark 2: Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2 - 3, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can play finger patterns 1, 2, 3, 4, and 5 in tune, and can identify them by number. (K,S,P)
- 2) Students can play patterns 1-5, switching quickly from one to another. (K,S,P)
- 3) Students can play a two-octave Major scale: A (violin), D (viola/cello), G (bass). (K,S,P)
- 4) Students can shift to a higher position for patterns and scales. (K,S)
- 5) Students can adjust my left-hand fingers to produce accurately tuned notes. (K,S)
- 6) Students can perform trills on my instrument. (K,S)
- 7) Students understand and can perform throughout the dynamic range, from pp to ff. (K,S)
- 8) Students can perform smooth crescendo and diminuendo over a long phrase. (K,S)
- 9) Students can perform accents convincingly. (K,S)

Benchmark 3: Students perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 4: Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Learning Targets (Type): NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

SKILLS TAUGHT:

- 1) Students can practice their chosen solo carefully, on my own, improving with each session. (K,S,R,P)
- 2) Students can maintain their focus throughout a rehearsal session. (s)
- 3) Students can sit quietly while another section of the orchestra is rehearsing. (s)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise simple harmonic accompaniments.

SKILLS TAUGHT:

- 1) Students can improvise in Dorian mode over a D-drone. (K,S,P)
- 2) Students can play double-stops to accompany a fiddle tune (violin/viola). (K,R,S,P)
- 3) Students can play and improvise with the D-Blues scale. (K,S,P)

Benchmark 2: Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

SKILLS TAUGHT:

- 1) Students can make-up a song using notes from pattern #2 and write it (in my clef) with musical notation. (K,S,R,P)

Benchmark 2: Students arrange simple pieces for voices or instruments other than those for which the pieces were written.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures.

SKILLS TAUGHT:

- 1) Students can clap rhythms from the orchestra repertoire while counting the beat for music in 3/4. (K,S)
- 2) Students can play Oh Dear! What Can the Matter Be? (6/8 time). (K,S,P)
- 3) Students can play a string cycle, 12 notes on a string, with accents on beats 1 and 4 (6/8 time). (K,S)

Benchmark 2: Students read at sight simple melodies in both the treble and bass clefs.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

SKILLS TAUGHT:

- 1) Students can accurately complete a rhythm worksheet demonstrating my ability to use the counting system. (K, P)
- 2) Students can count (out loud) and play the rhythms for Dragonhunter, Richard Meyer. (K,S,P)
- 3) Students can play Hot Cross Buns, Mary Had a Little Lamb, and Au Claire De La Lune in any key.

Benchmark 4: Students use standard notation to record their musical ideas and the (K,S,P) musical ideas of others. Learning Targets (Type): NOT ADDRESSED IN THIS COURSE.

Benchmark 5: Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can respond to dynamic markings from pp to ff in pieces the orchestra is performing. (K,S,P)
- 2) Students can follow the conductor regarding dynamics, tempos, and articulations. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students describe specific music events (e.g., entry of oboe, change of meter, return of refrain) in a given aural example, using appropriate terminology.

SKILLS TAUGHT:

- 1) Students can identify which section of my orchestra is playing the melody in a piece we are rehearsing. (K)

Benchmark 2: Students analyze the uses of elements of music in aural examples representing diverse genres and cultures.

SKILLS TAUGHT: : NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music.

SKILLS TAUGHT:

- 1) Students can identify the form of a performed piece within a multiple-choice format. (K)
- 2) Students can play Water Music Minuet in Baroque style. (K,S,P)
- 3) Students can play Hopak Dance with all written accents. (K,S,P)
- 4) Students can perform a solo in the appropriate style with piano accompaniment. (K,S,P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

SKILLS TAUGHT:

- 1) Students can identify the meter of a conductor's beat pattern. (K)

Benchmark 2: Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

SKILLS TAUGHT:

- 1) Students can accurately follow the conductor in an accelerando. (K,S,P)
- 2) Students can begin a performance piece with only two silent preparatory beats (prep beats). (K,S,P)
- 3) Students can identify whether or not the group's intonation was accurate during performance. (K,S)
- 4) Students can offer specific advice regarding the intonation of a soloist's performance. (K,S)
- 5) Students can offer musical advice or criticism as another section is rehearsing if called upon to do so. (K,S)
- 6) Students can control themselves enough to sit quietly during rehearsals. (S)
- 7) Students have the responsibility to practice my music at home if necessary to keep up with the group. (K,S,P)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students compare in two or more arts how the characteristic materials of each art that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

SKILLS TAUGHT:

- 1) Students can vary my tone quality to illuminate a piece appropriately, as a painter uses shade and light. (K,S,R,P)
- 2) Students can describe the drama in a piece of programmatic music. (K,S,R)

Benchmark 2: Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.

SKILLS TAUGHT:

- 1) Students can play a Renaissance piece to accompany study of the Medieval Era. (K,S,P)
- 2) Students can play accurate divisions of the beat and describe the ratios inherent in various quick rhythms. (K,S,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

SKILLS TAUGHT:

- 1) Students can identify a recorded performance as music from the Romantic period. (K)
- 2) Students can identify a recorded performance as 20th Century music. (K)
- 3) Students can identify a recorded performance as American Fiddle music. (K)

Benchmark 2: Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students compare, in several cultures of the world, functions music serves, roles of musicians (e.g., lead guitarist in a rock band, composer of jingles for commercials, singer in an opera), and conditions under which music is typically performed.

SKILLS TAUGHT:

- 1) Students can state three specific occupations of musicians in society. (K)
- 2) Students can identify at least five important composers through history. (K)
- 3) Students can describe three uses of music in societies past and present. (K)
- 4) Students can explain the main elements required for movie music. (K)
- 5) Students can explain what it means for a piece to be programmatic music. (K)

Common Vocabulary:

Down bow, Up bow, arco, pizzicato, legato, staccato, scale, octave, high, low, sharp, flat, natural, measure, melody, harmony, dynamics, piano, forte, bow lift, tremolo, rhythm, beat, tempo, allegro, andante, largo, unison, treble clef, alto clef, bass clef, rests, fermata, D.C. al fine, Coda, repeat, fine, upbeat, downbeat, frog, tip, point, bow screw, rosin, double bar, 1st and 2nd endings, ledger lines, staff, arpeggio, shadow bowing, time signature, key signature, whole note, whole rest, half note, half rest, quarter note, quarter rest, dotted half note, eighth note, eighth rest, whole step, half step, solo, duet, trio, quartet, common time, cut time, spiccato, loure, hooked bowing, col legno, improvisation, mute, con sordino sul tasto, sul ponticello, shifting, vibrato, positions, accent, trill, double stops, slurs, accelerando.

Content used to address skills:

Scales, exercises, warm-ups, improvisation games. All for Strings-Book 2,3. Essential Elements-Book 2. Repertoire from middle school library and current, relevant music.



ABINGTON HEIGHTS HIGH SCHOOL MUSIC DEPARTMENT

CONCERT CHOIR GRADES 9 - 12

Course Overview: Concert Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation. The Concert Choir is scheduled during the school day and is open to all students in grades 9-12. The Concert Choir generally performs a holiday program, a spring program, and performs for various community functions. Instruction in vocal technique and music-reading skills are included as a part of this course. There also are extra rehearsals (3 - 4 for each concert) scheduled before and/or after the school day which are a requirement of the course. Students receive one credit for this course.

Prerequisite skills:

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILL TAUGHT:

1) Students can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILL TAUGHT:

1) Students can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. (S,P)

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILL TAUGHT:

1) Students perform on instruments, alone and with others, a varied repertoire of music. (K,R,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 4: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

SKILL TAUGHT:

1) Students can play accompaniments to choral selections. (S,P)

Benchmark 5: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILL TAUGHT:

1) Students can work well with other students in the ensemble while performing in choir class. (S,P)

Benchmark 6: Students perform in small ensembles with one student on a part.

SKILL TAUGHT:

1) Students improvise melodies, variations, and accompaniments.

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 7: Students improvise stylistically appropriate harmonizing parts.

SKILL TAUGHT:

1) Students can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. (R,S,P)

Benchmark 8: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILL TAUGHT:

1) Students can improvise style-appropriate vocal literature, including pentatonic melodies in major and minor keys. (R,S,P)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 9: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILL TAUGHT:

1) Students compose and arrange music within specified guidelines.

Benchmark 10: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILL TAUGHT:

1) Students can begin to compose and arrange music, employing musical notation gained through the skills/theory program. (K,R,S,P)

Benchmark 11: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILL TAUGHT:

1) Students are able to use their music skills to compose pieces of music for SATB voices. (K,R,S,P)

Benchmark 12: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

SKILL TAUGHT:

- 1) Students read and notate music.

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 13: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

- 1) Students can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. (S,P)
- 2) Students can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. (K,R,S,P)
- 3) Students can recognize, learn and sing solfeggio with attention drawn to accurate intonation, musical expression, and increased reading proficiency. (K,R,S,P)
- 4) Students can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style on an expanded level. (K,S)

Benchmark 14: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILL TAUGHT:

- 1) Students can identify, read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. (K,R,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 15: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILL TAUGHT:

- 1) I can aurally identify and demonstrate stylistic characteristics, employing an expanding knowledge of the technical vocabulary of music. (K,R,S,P)

Benchmark 16: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILL TAUGHT:

- 1) Students can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. (K,R,S,P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 17: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILL TAUGHT:

1) Students evaluate music and music performances.

Benchmark 18: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILL TAUGHT:

1) Students can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. (K,R,S)

Benchmark 19: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILL TAUGHT:

1) Students can, through participation in choral performance and the evaluation thereof, develop self-discipline and demonstrate responsibility and respect for others. (K,R,S,P)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 20: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILL TAUGHT:

1) Students will use imagination and creativity to create a purposeful and unique way to learn their instruments with the help and support of their classroom teacher. (K,R)

Benchmark 21: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

SKILL TAUGHT:

1) Students can compare characteristics of two or more arts within a particular historical period or style. (K,R)

Benchmark 22: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

SKILL TAUGHT:

1) Students can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 23: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILLS TAUGHT:

1) Through choral literature and performance in a variety of languages, students can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. (K,R,S,P)

Benchmark 24: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

SKILL TAUGHT:

1) Students will research music of different cultures that they perform in choir class. (K,R)

Benchmark 25: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILL TAUGHT:

1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. (R)

Common Vocabulary: a capella, accelerando, accent, adagio, agitato, air, allargando, allegro, andante, aria, arranger, art songs, balance, ballad, bar line, baritone, bass, basso buffo, basso profundo, blend, bridge, cadence, cadenza, canon, cantata, carol, chanson, chant, chanty, choir, chord, coda, codetta, coloratura, common time, composer, conducting patterns, consonance, countertenor, contralto, crescendo, Curwen Hand Signs, cut time, da capo, dal segno, debut, decrescendo, diaphragm, diction, diminuendo, dissonance, divisi, dolce, dominant, dynamics, elegy, espressivo, etude, falsetto, fermata, fine, flat, form, forte, forte piano, fortissimo, glottal stop, harmony, heterophonic, homophonic, hymn, improvisation, in tempo, interval, intonation, introduction, keynote, largo, legato, leger lines, libretto, lieder, liturgy, lullaby, lyric soprano, madrigal, maestoso, marcato, measure, melody, meno, meno mosso, messa di voce, mezzo-soprano, mezzo forte, mezzo piano, moderato, molto, monophonic, morendo, mosso, motif, multimeter, natural, neumes, nodules, octave, opera, operetta, oratorio, ostinato, phonic, phrase, pianissimo, piano, poco a poco, polyphonic, presto, prime, programmatic, range, repeat, requiem, retrograde, retrograde canon, ritardando, rondo, rubato, scale, score, segue, senza, serenade, sforzando, sharp, sight-singing, simile, slur, solfege syllables, song form, soprano, sostenuto, sotto voce, spiritual, staccato, staff, subdominant, subito, syncopation, tacet, tempo, tenuto, tessitura, texture, tie, timbre, time signature, tonic, transpose, tutti, unison, vocalise

Content used to address skills: Solfege Sight Reading Skills Books, Daily Warmup Exercises, variety of different musical repertoire, flashcards, theory workbooks, Musicfirst, Scales and Chorale exercises

HONORS CHOIR GRADES 9 - 12

Course Overview: Honors Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation. Choir Honors is by audition only and is scheduled during the school day as an academic course. A limited number of students are eligible for this course based on voice part and student performance levels. Selections for this ensemble will be based upon sight-reading ability, vocal ability, and dependability.

Students in Choir Honors will rehearse and perform as the core of the Concert Choir. This ensemble will also perform at various school and community functions. Ninth grade students will be able to audition upon recommendation of the Middle School choir teacher in May of their eighth grade year. Additional assignments, and/or community events and performances beyond the regular high school concert choir will be required.

Prerequisite skills:

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT:

1) Students can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. (S,P)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILLS TAUGHT:

1) Students can sing, in an expressive and musical manner, age-appropriate literature from unison to eight parts. (S,P)

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILLS TAUGHT:

1) Students can sing a varied variety of choral music while collaborating and making music with their peers. (S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 4: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

SKILLS TAUGHT:

1) Students can play accompaniments to choral selections. (S,P)

Benchmark 5: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILLS TAUGHT:

1) Students can sing a varied variety of vocal repertoire appropriate for high school choir. (S,P)

Benchmark 5: Students perform in small ensembles with one student on a part.

SKILLS TAUGHT:

1) Students can perform and hold his or her individual part in the ensemble while singing with students in different vocal sections. (S,P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 6: Students improvise stylistically appropriate harmonizing parts.

SKILLS TAUGHT:

1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. (R,S,P)

Benchmark 7: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILLS TAUGHT:

1) Students will be able to sing a variety of melodic or rhythmic variations at sight. (K,R,S,P)
2) Students will be able to improvise with their voice using neutral syllables or solfege syllables. (K,R,S,P)

Benchmark 8: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILLS TAUGHT:

1) Students will be able to sing a variety of melodic or rhythmic variations at sight. (K,R,S,P)
2) Students will be able to improvise with their voice using neutral syllables or solfege syllables. (K,R,S,P)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 9: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILL TAUGHT:

1) Students can begin to compose and arrange music, employing musical notation gained through skills/theory programs. (K,R,S,P)

Benchmark 10: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILL TAUGHT:

1) Students are able to use their music skills to compose pieces of music for SATB voices. (K,R,S,P)

Benchmark 11: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

SKILL TAUGHT:

1) Students are able to use their music skills to compose pieces of music for SATB voices. (K, R, S, P)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 12: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

- 1) Students can employ traditional and non-traditional notation to read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and the concepts of subdivision, augmentation, diminution, and syncopation. (S,P)
- 2) Students can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. (K,R,S,P)
- 3) Students can recognize, learn, and sing solfeggio with attention drawn to accurate intonation, musical expression, and increased reading proficiency. (K,R,S,P)
- 4) Students can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style on an expanded level. (K,S)

Benchmark 13: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILL TAUGHT:

- 1) Students can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. (K,R,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 14: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILL TAUGHT:

- 1) Students can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. (K,R,S,P)

Benchmark 15: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILL TAUGHT:

- 1) Students can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. (K,R,S,P)

Benchmark 16: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILL TAUGHT:

- 1) Students can aurally and visually identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music in relation to the musical work they are working and evaluating. (K,R,S,P)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 17: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILL TAUGHT:

- 1) Students can aurally identify and demonstrate stylistic characteristics, employing an advanced knowledge of the technical vocabulary of music. (K,R,S,P)

Benchmark 18: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILL TAUGHT:

1) Students will think through how a particular performance has impacted their musical experience and be able to evaluate the performance at a high school level. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 19: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILL TAUGHT:

1) Students will use imagination and creativity to create a purposeful and unique way to learn their instruments with the help and support of their classroom teacher. (K,R)

Benchmark 20: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures..

SKILL TAUGHT:

1) I can compare characteristics of two or more arts within a particular historical period or style. (K,R)

Benchmark 21: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

SKILL TAUGHT:

1) Students can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. (K,R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 22: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILL TAUGHT:

1) Through choral literature and performance in a variety of languages, students can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. (K,R,S,P)

Benchmark 23: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, jazz) trace the evolution of those genres, and cite well-known musicians associated with them.

SKILL TAUGHT:

1) Students will research music of different cultures that they perform in choir class. (K,R)

Benchmark 24: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILL TAUGHT:

1) Students can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures.

Common Vocabulary: a capella, accelerando, accent, adagio, agitato, air, allargando, allegro, andante, aria, arranger, art songs, balance, ballad, bar line, baritone, bass, basso buffo, basso profundo, blend, bridge, cadence, cadenza, canon, cantata, carol, chanson, chant, chanty, choir, chord, coda, codetta, coloratura, common time, composer, conducting patterns, consonance, countertenor, contralto, crescendo, Curwen Hand Signs, cut time, da capo, dal segno, debut, decrescendo, diaphragm, diction, diminuendo, dissonance, divisi, dolce, dominant, dynamics, elegy, espressivo, etude, falsetto, fermata, fine, flat, form, forte, forte piano, fortissimo, glottal stop, harmony, heterophonic, homophonic, hymn, improvisation, in tempo, interval, intonation, introduction, keynote, largo, legato, leger lines, libretto, lieder, liturgy, lullaby, lyric soprano, madrigal, maestoso, marcato, measure, melody, meno, meno mosso, messa di voce, mezzo-soprano, mezzo forte, mezzo piano, moderato, molto, monophonic, morendo, mosso, motif, multimeter, natural, neumes, nodules, octave, opera, operetta, oratorio, ostinato, phonic, phrase, pianissimo, piano, poco a poco, polyphonic, presto, prime, programmatic, range, repeat, requiem, retrograde, retrograde canon, ritardando, rondo, rubato, scale, score, segue, senza, serenade, sforzando, sharp, sight-singing, simile, slur, solfege syllables, song form, soprano, sostenuto, sotto voce, spiritual, staccato, staff, subdominant, subito, syncopation, tacet, tempo, tenuto, tessitura, texture, tie, timbre, time signature, tonic, transpose, tutti, unison, vocalise

Content used to address skills: Solfege Sight Reading Skills Books, Daily Warmup Exercises, variety of different musical repertoire, flashcards, theory workbooks, Musicfirst, Scales and Chorale exercises

CONCERT BAND/MARCHING BAND

GRADES 9 - 12

Course Overview:

Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. Concert Band classes are scheduled during the school day throughout the school year and are open to all students who have an interest in playing a band instrument. To prepare for the fall season, a Marching Band Camp is held at the High School prior to the commencement of the school year. Once school begins, the Marching Band and Concert Band rehearse before school or after school as necessary. Augmented by the band front, the Marching Band performs at all school football games, parades, and various community events throughout the school year. Excusal for participation in marching band will be made on occasions at the discretion of the music department and administration. In the event of such an excusal, additional assignments will be made by the teacher to replace the time spent in marching band rehearsals/performances. After the fall season, the band performs as a Concert Band at various evening concerts, assemblies, and school and community functions.

Prerequisite skills: Students should be able to proficiently demonstrate performance skills on their individual instruments. Students should be able to demonstrate proper posture and technique when performing on their individual instruments. Students should be able to recognize the differences between pitches and sounds. Students should be able to read written notes and rhythms. Students should be able to repeat rhythmic patterns they hear. Students should have independence of hands for performance purposes.

Units of Study: Instrumental pedagogy, Styles periods, Presentation, Musical literacy, Cultural awareness, Aesthetic values

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT:

- 1) I can sing note names in rhythm while fingering my instrument. (K,R,S,P)
- 2) I can sing a melodic line with solfeggio or note reading systems. (K,R,S,P)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILLS TAUGHT:

- 1) I can sing my music in a group with or without piano. (K,R,S,P)

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILLS TAUGHT:

- 1) I can sing my part independently while in harmony with other musicians. (K,R,S,P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 3-4, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) I can create good characteristic tone on my instrument using an appropriate embouchure. (K,S)
- 2) I can breathe properly to use wind as a vehicle for sound. (S,P)
- 3) I can perform an expressive musical phrase. (K,R,S,P)
- 4) I can demonstrate the fundamentals of good intonation. (K,R,S,P)
- 5) I can perform with proper playing posture and position for my instrument. (S,P)
- 6) I can correctly assemble, care for, and maintain my instrument. (K, S)
- 7) I can perform with skill-appropriate technique on my instrument. (K,S,P)
- 8) I can perform with skill level-appropriate artistic expression. (K,R,S,P)
- 9) I can recognize and perform scales in relation to a given key signature. (K, R, S, P)
- 10) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. (K,P)
- 11) I can perform scales in the key signatures of B-flat, E-flat, and F, and chromatic (one octave). (S,P)

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILLS TAUGHT:

- 1) I can identify all note names and enharmonic equivalents. (K,R)
- 2) I can identify and perform rhythms up through sixteenth note subdivision. (K,R,S,P)
- 3) I can identify and perform pieces written in a mixed meter. (K,R,S,P)
- 4) I can identify and perform pieces written in contemporary, non-traditional notation. (K,R,S,P)
- 5) I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. (K,R)
- 6) I can perform major scales in the key signatures of B-flat, E-flat, F, A-flat, and C. (K,R,S,P)
- 7) I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). (K,R,S,P)
- 8) I can identify and perform advanced modern time signatures. (K,R,S,P)
- 9) I can perform a variety of articulations including slurred, legato, and staccato. (K,R,S,P)
- 10) I can perform a chromatic scale the full range of my instrument. (K,R,S,P)

Benchmark 3: Students perform in small ensembles with one student on a part.

SKILLS TAUGHT:

- 1) I can prepare and perform my part independently within the ensemble. (K,R,S,P)
- 2) I can blend my sound with the other members of the ensemble. (K,R,S,P)
- 3) I can perform my part to achieve correct balance within the ensemble. (K,R,S,P)
- 4) I can adjust my pitch to the other members of the ensemble. (K,R,S,P)
- 5) I can create a musical phrase with and within the ensemble. (K,R,S,P)
- 6) I can perform with a high level of nuance and musicality. (K,R,S,P)
- 7) I can perform with varied articulations within the ensemble. (K,R,S,P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

SKILLS TAUGHT:

- 1) I can improvise melodies in a variety of styles and key center. (K,R,S,P)
- 2) I can improvise a harmony to a given melody. (K,R,S,P)

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILLS TAUGHT:

- 1) I can improvise a rhythmic variation from a given rhythm. (K,R,S,P)
- 2) I can improvise a melodic variation from a given melody. (K,R,S,P)

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILLS TAUGHT:

- 1) I can improvise over given chord progressions. (K,S)
- 2) I can improvise a melodic variation from a given melody. (K,R,S,P)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILLS TAUGHT:

- 1) I can compose original rhythmic ideas. (K,R,S)
- 2) I can compose original melodic ideas. (K,R,S)

3) I can notate my original musical ideas using traditional methods of notation. (K,R,S)

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILLS TAUGHT:

1) I can arrange songs for a variety of instruments. (K,R,S)

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

Learning Targets (Type):

1) I can write and arrange music for instruments within my ensemble. (K,R,S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

1) I can notate rhythmic ideas using traditional music notation. (K,R,S)

2) I can notate melodic ideas using traditional music notation. (K,R,S)

3) I can recognize and perform scales in relation to a given key signature. (K,R,S,P)

4) I can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. (K, P)

5) I can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. (K,S,P)

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILLS TAUGHT:

1) I can sight read skill level-appropriate band literature. (K, R, S, P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILLS TAUGHT:

1) I can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. (K,R)

2) I can develop an understanding of a variety of musical styles such as Classical, Baroque, Romantic, folk, jazz, rock, and contemporary. (K,R)

3) I can recognize form and repetition in music, including but not limited to 1st and 2nd endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. (K,R,S)

4) I can recognize the use of sequence and repeated patterns. (K,R, S)

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILLS TAUGHT:

1) I can define the musical terms found within my music. (K,R)

2) I can use musical vocabulary to describe music that I listen to. (K,R)

3) I can use musical vocabulary to critique a musical performance. (K,R)

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILLS TAUGHT:

- 1) I can identify compositional techniques used by composers. (K,R)
- 2) I can explain compositional devices used by composers. (K,R)
- 3) I can identify the use of tension and release within a musical composition. (K,R) 4) I can cite musical examples within my ensemble's literature that use these techniques. (K,R).

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILLS TAUGHT:

- 1) I can make an informed decision about the quality of a piece of music. (K,R)
- 2) I can make an informed decision about the quality of a performance. (K,R)
- 3) I can listen to and evaluate a musical composition and make critical decisions regarding musical quality. (K,R)
- 4) I can listen to and evaluate performances and make critical decisions regarding musical quality. (K,R)
- 5) I can give detailed reasoning for my evaluation of a performance or piece. (K,R)

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILLS TAUGHT:

- 1) I can make informed decisions about music or performances through comparisons with professional performances. (K,R)
- 2) I can give detailed reasoning for my comparison of a performance or piece. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILLS TAUGHT:

- 1) I can draw connections between music and other art forms. (K,R)

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

SKILLS TAUGHT:

- 1) I can compare two different pieces from the same time period. (K,R)
- 2) I can distinguish characteristics of representative music genres such as Latin American, Asian, African, Jazz, European, and World Music. (K,R)

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

SKILLS TAUGHT:

- 1) I can draw connections between music and other subjects in school and life.
- 2) I can synthesize projects that identify and relate music to other arts and disciplines outside the arts. (K,R,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILLS TAUGHT:

- 1) I can group music by style, period, or culture even if I am unfamiliar with that particular style. (K,R)
- 2) I can classify music into separate groups by listening to recordings. (K,R)
- 3) I can give reasonable justifications for my genre classifications. (K,R)

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, jazz) trace the evolution of those genres, and cite well-known musicians associated with them.

SKILLS TAUGHT:

- 1) I can trace different styles of music to their origins. (K,R)
- 2) I can identify names of well known American musicians. (K,R)
- 3) I can create timelines of American music genres. (K,R)

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILLS TAUGHT:

- 1) I can state the different roles that musicians perform within our culture. (K,R)
- 2) I can give examples of how musicians perform their roles. (K)
- 3) I can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. (K,R)

Common Vocabulary: All aspects of technique, dynamics, articulation, tone, and intonation. All vocabulary associated with scale and chord qualities. All aspects of concert and performance etiquette.

Content used to address skills: Hands-on performance of musical instruments, method books, music repertoire, music theory worksheets, SmartBoard activities, performance critiques and reviews, composition projects.

ORCHESTRA GRADES 9 - 12

Course Overview: Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate orchestra literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. The high school orchestra is scheduled during the school day and is open to all students in grades 9-12 who have an interest in playing a string instrument. To prepare for a fall and spring concert the full Symphony Orchestra also rehearses before and after school as necessary. The Symphony Orchestra consists of the entire string orchestra as well as woodwinds, brass and percussion instruments. The orchestra performs throughout the school year at various concerts and assemblies. Students receive one credit for this course. Each student renting a school-owned instrument will be required to pay an instrumental usage fee twice a year.

Prerequisite skills: Students should be able to proficiently demonstrate performance skills on their individual instruments. Students should be able to demonstrate proper posture and technique when performing on their individual instruments. Students should be able to recognize the differences between pitches and sounds. Students should be able to read written notes and rhythms. Students should be able to repeat rhythmic patterns they hear. Students should be able to tune their own instruments.

Units of Study: Instrumental pedagogy, style periods, vibrato, shifting, key signatures, time signatures, musical vocabulary, musical literacy, scales, concert etiquette, musical repertoire

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT:

- 1) Students can sing or speak the note names in rhythm while fingering my instrument. (K, R, S, P)
- 2) Students can sing a melodic line with solfeggio or note reading systems. (K, R, S, P)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILLS TAUGHT:):

- 1) Students can sing their music in a group with or without piano. (K, R, S, P) **B**

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILLS TAUGHT: :

- 1) Students can sing my part independently while in harmony with other musicians. (K, R, S, P)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can create a good characteristic tone on my instrument using appropriate bowings. (K,S)
- 2) Students can bow properly to use string vibration as a vehicle for sound. (S, P)
- 3) Students can perform an expressive musical phrase. (K,R,S,P)
- 4) Students can demonstrate the fundamentals of good intonation. (K,R,S,P)
- 5) Students can perform with proper playing posture and position for my instrument. (S,P)
- 6) Students can correctly assemble, care for, and maintain my instrument. (K, S)
- 7) Students can perform with skill-appropriate technique on my instrument. (K,S,P)
- 8) Students can perform with skill level-appropriate artistic expression. (K,R,S,P)
- 9) Students can recognize and perform scales in relation to a given key signature. (K, R, S, P)
- 10) Students can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics, and style. (K,P)

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILLS TAUGHT:

- 1) Students can identify all note names and enharmonic equivalents. (K,R)
- 2) Students can identify and perform rhythms up through sixteenth note subdivision. (K,R,S,P)
- 3) Students can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature. (K,R)
- 4) Students can perform major scales in the key signatures of D, G, A, and C , F, B-flat, E-flat 2 octaves. . (K,R,S,P)

- 5) Students can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight). (K,R,S,P)
- 6) Students can perform a variety of articulations including slurred, legato, and staccato. (K,R,S,P)
- 7) Students can perform a two octave chromatic scale with correct fingerings. (K,R,S,P)
- 8) Students can perform vibrato (with some practice and time)

Benchmark 3: Students perform in small ensembles with one student on a part.

SKILLS TAUGHT:

- 1) Students can prepare and perform my part independently within the ensemble. (K,R,S,P)
- 2) Students can blend their sound with the other members of the ensemble. (K,R,S,P)
- 3) Students can perform my part to achieve correct balance within the ensemble. (K,R,S,P)
- 4) I can adjust their pitch to the other members of the ensemble. (K,R,S,P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

SKILLS TAUGHT:

- 1) Students can improvise melodies in a variety of styles and key center. (K,R,S,P)

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILLS TAUGHT:

- 1) Students can improvise a rhythmic variation from a given rhythm. (K,R,S,P)

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILLS TAUGHT: 1) I can improvise a melodic variation from a given melody. (K,R,S,P)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILLS TAUGHT:

- 1) Students can compose original rhythmic ideas. (K,R,S)
- 2) Students can compose original musical compositions with various different clefs and original melodies.

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILLS TAUGHT:

- 1) Students can arrange songs for a variety of instruments in a variety of keys.. (K, R,S)

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

SKILLS TAUGHT:

- 1) Students can write and arrange music for instruments within my ensemble. (K,R,S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

- 1) Students can notate rhythmic ideas using traditional music notation. (K,R,S)
- 2) Students can read and identify notes in the clef related to my instrument and understand the use of sharps, flats, and naturals. (K,S,P)
- 3) Students can read and identify notes in different clefs (treble, bass, alto and tenor)
- 4) Students can recognize and perform scales in relation to a given key signature. (K,R,S,P)
- 4) Students can identify and demonstrate use of musical terminology in the areas of tempo, articulation, dynamics and style. (K,P)

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can sight read skill level-appropriate orchestral literature. (K,R,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILLS TAUGHT:

- 1) Students can develop an understanding of music through listening to a variety of recordings, live concerts, and recitals. (K,R)
- 2) Students can recognize the use of sequence and repeated patterns. (K,R, S)
- 3) Students can recognize form and repetition in music, including but not limited to 1st and 2nd endings, da capo and del segno markings, AB, ABA, rondo, theme and variations, and imitation. (K,R,S)

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILLS TAUGHT:

- 1) Students can define musical terms found within their music. (K,R)

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILLS TAUGHT:

- 1) Students can identify compositional techniques used by composers. (K,R)
- 2) Students can explain compositional devices used by composers. (K,R)
- 3) Students can compare and contrast significant symphonic and string works using accurate musical vocabulary,

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILLS TAUGHT:

- 1) Students can make an informed decision about the quality of a piece of music. (K,R)
- 2) Students can make an informed decision about the quality of a performance. (K,R)
- 3) Students can write an honest and meaningful performance review on a live or on-line performance
- 3) Students can listen to and evaluate a musical composition and make critical decisions regarding musical quality. (K,R)

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILLS TAUGHT:

1) Students can make informed decisions about music or performances through comparisons with professional performances. (K,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILLS TAUGHT:

1) Students can draw connections between music and other art forms. (K,R)

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

SKILLS TAUGHT:

1) Students can compare two different pieces from the same time period. (K,R)

2) Students can distinguish characteristics of representative music genres such as Classical, Baroque, Renaissance, Latin American, Asian, African, Jazz, European, and World Music. (K,R)

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (*e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound*).

SKILLS TAUGHT:

1) Students can draw connections between music and other subjects in school and life. (R)

2) Students can synthesize projects that identify and relate music to other arts and disciplines outside the arts. (K,R,P)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILLS TAUGHT:

1) Students can group music by style, period, or culture even if I am unfamiliar with that particular style. (K,R)

2) Students can classify music into separate groups by listening to recordings. (K,R)

3) Students can give reasonable justifications for my genre classifications. (K,R)

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, classical) trace the evolution of those genres, and cite well-known musicians associated with them.

SKILLS TAUGHT:

1) Students can trace different styles of music to their origins. (K,R)

2) Students can identify names of well-known American musicians. (K,R)

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILLS TAUGHT:

- 1) Students can state the different roles that musicians perform within our culture. (K,R)
- 2) Students can give examples of how musicians perform their roles.
- 3) Students can understand the functions of music, roles of musicians, and conditions under which music is typically performed in a variety of world cultures. (K,R)

Common Vocabulary: Down bow, Up bow, frog, point, detache, slurred, staccato, slurred staccato, martele, spiccato, tremolo, arco, collegno, marcato, martele, sul tasto, natural harmonic, artificial harmonic, left-hand pizzicato, trill, finger tremolo, portamento, con sordino, glissando, divisi, sostenuto, accent, adagio, agitato, al fine, alla breve, allargando, allegro dal segno, andante, animato, arpeggio, assai, a tempo, avec, bien, brio, cadenza, cantabile, coda, da capo, decrescendo, divisi, non-divisi, dolce, espressivo, fine, forte, fortissimo, fuoco, furioso, giocoso, grave, largo, legato, maestoso, menno moso, mezzo-piano, natural, flat, sharp, octave, pesante, piano, pianissimo, più allegro, più mosso, poco a poco, prestissimo, presto, triplet, ritardando, rubato, scherzando, soli, solo, tacet, tempo, trio, stems, pitch, accidentals, meter, tempo, key signature, time signature, fermata, dynamics, articulation, ornamentals

Content used to address skills: Spotlight for Strings Book 1 & 2, Essential Elements Book 2, Daily Warmup Exercises, variety of different musical repertoire, flashcards, theory workbooks, Musicfirst, Scales and Chorale exercises

HONORS ORCHESTRA GRADES 9 - 12

Course Overview: In this course, students will learn advanced skills, including twelve major and minor 2-octave and 3 octave scales and arpeggios. In the Honors Orchestra, students will continue to develop advanced string instrumental skills, including the ability to tune your own instrument, a knowledge of twelve major and minor scales, bowing styles, good intonation, and good tone procedures.

Prerequisite skills: Audition and Consent of Instructor Course/Students should be able to demonstrate advanced performance skills on their individual instruments. Students should be able to demonstrate proper posture and technique when performing on their individual instruments. Students should be able to perform all 2-octave major scales by memory. Students should be able to sight read at an advanced level. Students should be able to perform advanced chamber music alone on a part or in a small ensemble. Students should have the work ethic and musical capabilities to substantially improve as a musician throughout this course. Students should be able to fluently shift and have the ability to perform in other clefs with ease.

Orchestra Honors is by audition only and is scheduled during the school day and before or after school-as necessary. A limited number of students are eligible for this course based on instrumentation and student performance levels. Students will be required to perform sight-reading, be able to play several major

scales in 2 to 3 octaves, and will be expected to perform a portion of a sonata of the Director's choice for the audition. Auditions will be recorded and will be held in May of each school year. A final grade in this ensemble will include another portion of a sonata, sight-reading and major scales. Ninth grade students will be able to audition upon recommendation of the Middle School orchestra teacher in May of their eighth grade year. Additional assignments, and/or community events and performances beyond the regular high school orchestra will be required. Students who are unable to participate in additional performances, and/or community events will be required to complete additional assignments. Music used in this class is written at a more advanced level than the music used in a typical class. The literature performed in this ensemble is meant to provide students with a taste of professionally performed material.

NOTE: Throughout this document, skills taught and types of skills are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT:

1) Students can sing my orchestra music in class. (S)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILLS TAUGHT:

1) Students can sing, hum their music in a group with or without the piano. (S)

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILLS TAUGHT: :

1) Students can use group playing skills in orchestra class. (S)

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4 - 6, on a scale of 1 to 6.

SKILLS TAUGHT:

1) Students can perform grade level 4 - 6 (professional level repertoire) musically in a way that is pleasing to the audience. (S)

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILLS TAUGHT:

1) Students can play all of their scales in Orchestra well. (S)

Benchmark 3: Students perform in small ensembles with one student on a part.

SKILLS TAUGHT: 1) Students can play chamber music where I am the only person playing my part....with or without a conductor. (S)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.

SKILLS TAUGHT:

1) Students can improvise harmonizations for many different styles of music. (K,S)

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILLS TAUGHT:

1) Students can make-up variations on melodies given to me by the teacher or another student. (S)

Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILLS TAUGHT:

1) Students can improvise over basic chord progressions. (S)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILLS TAUGHT:

1) Students can write music in many different styles. (S)

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILLS TAUGHT:

1) Students can arrange songs for many instruments. (K,S)

Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

SKILLS TAUGHT:

1) Students can write and arrange music for many different acoustic and electronic instruments. (S)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

1) Students can read music and describe musical elements in that music. (K)

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILLS TAUGHT:

1) Students can sight read difficult music. (S)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILLS TAUGHT:

1) Students can describe the techniques composers use to make music more emotional. (K)

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILLS TAUGHT:

1) Students understand and can demonstrate all of the terms notated in their music. (K)

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILLS TAUGHT:

- 1) Students can identify techniques used by composers to make music more emotional. (K)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILLS TAUGHT:

- 1) Students can make an informed decision about the quality of a piece of music or a performance. (K)

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILLS TAUGHT:

- 1) Students can make informed decisions about music or performances through comparisons with professional performances. (K,R)
- 2) Students can write an honest and meaningful performance review on a live or on-line performance

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILLS TAUGHT:

- 1) Students can draw connections between music and other art forms. (R)

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

SKILLS TAUGHT:

- 1) Students can compare two different pieces from the same time period. (K)

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

SKILLS TAUGHT:

- 1) Students can draw connections between music and other subjects in school and life. (R)

NATIONAL STANDARD 9: Students understand music in relation to history and culture.

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILLS TAUGHT:

- 1) Students can group music by style, period, or culture even if I am unfamiliar with that particular style. (K)
- Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical,**

blues, classical) trace the evolution of those genres, and cite well-known musicians associated with them.

SKILLS TAUGHT:

1) Students can trace different styles of music back to how they began. (K)

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILLS TAUGHT:

1) Students can state the different roles that musicians perform in our culture and give examples of how they perform these roles.

2) Students can name and discuss various music jobs (music therapy, music technology, music education)

Common Vocabulary: Down bow, Up bow, frog, point, detache, slurred, staccato, slurred staccato, martele, spiccato, tremolo, arco, collegno, marcato, martele, sul tasto, natural harmonic, artificial harmonic, left-hand pizzicato, trill, finger tremolo, portamento, con sordino, glissando, divisi, sostenuto, accent, adagio, agitato, al fine, alla breve, allargando, allegro dal segno, andante, animato, arpeggio, assai, a tempo, avec, bien, brio, cadenza, cantabile, coda, da capo, decrescendo, divisi, non-divisi, dolce, espressivo, fine, forte, fortissimo, fuoco, furioso, giocoso, grave, largo, legato, maestoso, menno moso, mezzo-piano, natural, flat, sharp, octave, pesante, piano, pianissimo, più allegro, più mosso, poco a poco, prestissimo, presto, triplet, ritardando, rubato, scherzando, soli, solo, tacet, tempo, trio, stems, pitch, accidentals, meter, tempo, key signature, time signature, fermata, dynamics, articulation, ornamentals

Content used to address skills: String Players guide to the Orchestra, Advanced techniques for strings (Technique and style studies for strings), Glossary of European Musical terms, quartet, trio & duet music, Chamber and Masterwork pieces of musical repertoire

MUSIC THEORY/AP MUSIC THEORY

Course Overview: Students will compose, arrange and develop music theory skills through the use of computer based music technology. The class will enable students to study the elements of music for their own edification or as preparation for those students who will be college bound music majors. Students will be assessed through oral and written assignments and exams, reports and participation.

Music Theory is an elective for eleventh and twelfth grade students. This course is designed to develop musical skills that will lead to a thorough understanding of piano, music history music composition and music theory. This course is designed to meet the needs of those students intending to pursue music in college with either a major or minor.

Music Theory is designed for students who need it for career study as well as for those who desire it for enrichment. While the main emphasis is placed on music of the Common Practice Period (1600 – 1750), music of other stylistic periods is also studied. It is recommended that students have prior training in music either through lessons (voice or instrumental) or participation in an ensemble.

Music Theory AP is an elective for eleventh and twelfth grade students. This challenging course is designed to develop musical skills that will lead to a thorough understanding of music composition and music theory. Students are prepared to take the AP Music Theory Exam when they have completed the

course. Students planning to major in music in college may be able to enroll as college freshmen in an advanced music theory course, depending on individual colleges' AP policies.

Music Theory AP is an intense study of music theory designed for students who need it for career study as well as those who desire it for enrichment. While the main emphasis is placed on music of the Common Practice Period (1600 – 1750), music of other stylistic periods is also studied.

It is a prerequisite that students have prior training in music either through lessons (voice or instrumental), participation in an ensemble, or an introductory rudiments/theory course.

Prerequisite skills: Students must be in a music ensemble at the high school to take part in this class.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

SKILLS TAUGHT:

- 1) Students can sing a simple melodic line. (S)
- 2) Students can sing the melody I've created. (S)

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

SKILL TAUGHT:

- 1) Students can sing familiar themes and melodies. (S)

Benchmark 3: Students demonstrate well-developed ensemble skills.

SKILLS TAUGHT: NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: Students perform on instruments, alone and with others, a varied repertoire of music.

Benchmark 4: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can perform a piece of my own creation on the computer. (K,S,P)
- 2) Students can create a duet with another student and perform it for the class. (K,S,P)

Benchmark 5: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

SKILLS TAUGHT:

- 1) Students can identify intervals. (K)
- 2) Students can identify major and minor keys. (K)
- 3) Students can identify common musical forms. (K)

Benchmark 6: Students perform in small ensembles with one student on a part.

SKILLS TAUGHT:

- 1) Students can use traditional music notation in my compositions. (K, S)
- 2) Students can identify the names of musical terms. (K)
- 3) Students can identify and use the appropriate music terms and styles. (K, S, P)

NATIONAL STANDARD 3: Students improvise melodies, variations, and accompaniments.

Benchmark 7: Students improvise stylistically appropriate harmonizing parts.

SKILLS TAUGHT:

- 1) Students can improvise a simple major, minor or modal melody. (K,S,P)
- 2) Students can improvise using an ostinato accompaniment. (K,S,P)
- 3) Students can improvise using a basic question and answer phrase. (K,S,P)

Benchmark 8: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.

SKILL TAUGHT:

- 1) Students can improvise rhythmic and melodic variations on a given pentatonic melody. (K,S,P)

Benchmark 9: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

SKILLS TAUGHT:

- 1) Students can improvise an original melody in a variety of styles. (K,S,P)
- 2) Students can improvise a melody and maintain a consistent style, meter and tonality. (K,S,P)
- 3) Students can improvise a melody over a series of chord progressions. (K,S,P)

NATIONAL STANDARD 4: Students compose and arrange music within specified guidelines.

Benchmark 10: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

SKILLS TAUGHT:

- 1) Students can compose music in several distinct styles. (K,S,P)
- 2) Students can identify the elements of music needed to produce an expressive effect. (K)

Benchmark 11: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.

SKILLS TAUGHT:

- 1) Students can arrange pieces of music for voices and instruments other than those written. (K,S,P)
- 2) Students can preserve or enhance the original expressive effect of my arranged music. (K,S,P)

Benchmark 12: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.

SKILLS TAUGHT:

- 1) Students can compose and arrange music for various instruments. (K,S,P)
- 2) Students can identify the appropriate ranges of the instruments I use in my music. (K)
- 3) Students can produce music that uses instruments ranges appropriately. (K,S,P)

NATIONAL STANDARD 5: Students read and notate music.

Benchmark 13: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.

SKILLS TAUGHT:

- 1) Students can identify and perform in various meters. (K,S,P)
- 2) Students can select the appropriate staff and clef for my music. (K)
- 3) Students know the function of sharps, flats and natural signs. (K)
- 4) Students can understand and utilize terms for tempo, dynamics and style in English or Italian. (K,S,P)

Benchmark 14: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

SKILLS TAUGHT:

- 1) Students can identify basic notation. (K)
- 2) Students can produce music manuscript correctly using notation. (K,P)
- 3) Students can place the correct number of beats and note values into a measure. (K, P)
- 4) Students understand the concept of augmentation and diminution and can reproduce those concepts in music I've written. (K,S,P)

NATIONAL STANDARD 6: Students listen to, analyze, and describe music.

Benchmark 15: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

SKILLS TAUGHT:

- 1) Students can analyze the theory and form of the Medieval Period. (K)
- 2) Students can analyze the theory and form of the Renaissance Period. (K)
- 3) Students can analyze the theory and form of the Baroque Period. (K)
- 4) Students can analyze the theory and form of the Classical Period. (K)
- 5) Students can analyze the theory and form of the Romantic Period. (K)
- 6) Students can analyze the theory and form of the 20th Century Period. (K)
- 7) Students can analyze the theory and form of the Modern Period. (K)

Benchmark 16: Students demonstrate extensive knowledge of the technical vocabulary of music.

SKILL TAUGHT:

- 1) Students can identify monophonic, homophonic and polyphonic musical textures.

Benchmark 17: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

SKILL TAUGHT:

- 1) Students can identify and define the aforementioned terms. (K,S)

NATIONAL STANDARD 7: Students evaluate music and music performances.

Benchmark 18: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

SKILLS TAUGHT:

- 1) Students can name the criteria I use to evaluate musical performance and compositions. (K,S,)
- 2) Students can apply those criteria to effectively evaluate music that I hear. (S,R)

Benchmark 19: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

SKILLS TAUGHT:

- 1) Students can identify various musical forms by ear. (S,R)
- 2) Students can identify and analyze qualities of music by listening. (K,S,R)
- 3) Students can use a rubric I've developed to analyze music performance. (K,S,R)
- 4) Students can use a rubric I've developed to analyze a composition. (K,S,R)

NATIONAL STANDARD 8: Students understand relationships between music, the other arts, and disciplines outside the arts.

Benchmark 20: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

SKILLS TAUGHT:

- 1) Students can identify the elements of design in music and art. (K,S,R)
- 2) Students can discuss the artistic process that goes into producing art. (K,S,R)
- 3) Students can discuss the organizational principles used in art by citing examples. (K,S,R)

Benchmark 21: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

SKILL TAUGHT:

- 1) Students can identify the principles of style from various cultures. (K,R)

Benchmark 22: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

SKILLS TAUGHT:

- 1) Students can explain how disciplines outside the arts are interrelated with those of music. (K,R)
- 2) Students can describe the elements of music in terms related to other studies. (K,R) 211

NATIONAL STANDARD 9: Students understand music in relation to history and culture, including history and culture.

Benchmark 23: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

SKILLS TAUGHT:

- 1) Students can demonstrate awareness of various musical styles. (K)
- 2) Students can identify various genres of music. (K)
- 3) Students can explain the reasoning behind my selections. (K,R)

Benchmark 24: Students identify sources of American music genres (e.g., swing, Broadway musical, blues) and trace the evolution of those genres, and cite well-known musicians associated with them.

SKILLS TAUGHT:

- 1) Students can identify sources of various American music genres. (K,R)
- 2) Students can trace the evolution of those genres. (K)
- 3) Students can cite well-known musicians associated with American music genres. (K)

Benchmark 25: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

SKILLS TAUGHT:

- 1) Students can identify various roles that musicians perform. (K)
- 2) Students can cite individuals who have functioned in those roles. (K)
- 3) Students can describe the activities and achievements of those individuals. (K,S)

Common Choral Vocabulary: a capella, accelerando, accent, adagio, agitato, air, allargando, allegro, andante, aria, arranger, art songs, balance, ballad, bar line, baritone, bass, basso buffo, basso profondo, blend, bridge, cadence, cadenza, canon, cantata, carol, chanson, chant, chanty, choir, chord, coda, codetta, coloratura, common time, composer, conducting patterns, consonance, countertenor, contralto, crescendo, Curwen Hand Signs, cut time, da capo, dal segno, debut, decrescendo, diaphragm, diction, diminuendo, dissonance, divisi, dolce, dominant, dynamics, elegy, espressivo, etude, falsetto, fermata, fine, flat, form, forte, forte piano, fortissimo, glottal stop, harmony, heterophonic, homophonic, hymn, improvisation, in tempo, interval, intonation, introduction, keynote, largo, legato, leger lines, libretto, lieder, liturgy, lullaby, lyric soprano, madrigal, maestoso, marcato, measure, melody, meno, meno mosso, messa di voce, mezzo-soprano, mezzo forte, mezzo piano, moderato, molto, monophonic, morendo, mosso, motif, multimeter, natural, neumes, nodules, octave, opera, operetta, oratorio, ostinato, phonic, phrase, pianissimo, piano, poco a poco, polyphonic, presto, prime, programmatic, range, repeat, requiem, retrograde, retrograde canon, ritardando, rondo, rubato, scale, score, segue, senza, serenade, sforzando, sharp, sight-singing, simile, slur, solfege syllables, song form, soprano, sostenuto, sotto voce, spiritual, staccato, staff, subdominant, subito, syncopation, tacet, tempo, tenuto, tessitura, texture, tie, timbre, time signature, tonic, transpose, tutti, unison, vocalise

Common Concert Band & Orchestra Vocabulary: Down bow, Up bow, frog, point, detache, slurred, staccato, slurred staccato, martele, spiccato, tremolo, arco, collegno, marcato, martele, sul tasto, natural harmonic, artificial harmonic, left-hand pizzicato, trill, finger tremolo, portamento, con sordino, glissando, divisi, sostenuto, accent, adagio, agitato, al fine, alla breve, allargando, allegro dal segno,

andante, animato, arpeggio, assai, a tempo, avec, bien, brio, cadenza, cantabile, coda, da capo, decrescendo, divisi, non-divisi, dolce, espressivo, fine, forte, fortissimo, fuoco, furioso, giocoso, grave, largo, legato, maestoso, meno mosso, mezzo-piano, natural, flat, sharp, octave, pesante, piano, pianissimo, più allegro, più mosso, poco a poco, prestissimo, presto, triplet, ritardando, rubato, scherzando, soli, solo, tacet, tempo, trio, stems, pitch, accidentals, meter, tempo, key signature, time signature, fermata, dynamics, articulation, ornamentals

Content used to address skills: Solfege Sight Reading Skills Books, Warmup Exercises, variety of different musical repertoire to analyze, flashcards, theory workbooks, Musicfirst, Scales, technique books for all instruments.