

FENTON AREA PUBLIC SCHOOLS
MUSIC CURRICULUM
(Y5/K through 12th Grade)

TABLE OF CONTENTS

SECTION I - PHILOSOPHY OF MUSIC EDUCATION

(Y5/K - 12th Grade)

- Philosophy & Belief Statement
- FAPS K-12 Music Standards
- Assessment Belief Statement

SECTION II - ELEMENTARY GENERAL MUSIC

(Y5/K - 5th Grade)

- Student Outcomes
- Scope and Sequence
- Repertoire & Resources
- Assessments

SECTION III - VOCAL MUSIC

(6th - 12th Grade)

- Student Outcomes
- Scope & Sequence
- Repertoire & Resources
- Assessments

SECTION IV – INSTRUMENTAL MUSIC

(6th - 12th Grade)

- Student Outcomes
- Scope & Sequence
- Repertoire & Resources
- Assessments

SECTION V – NON-PERFORMANCE BASED MUSIC

(9th - 12th Grade)

- Student Outcomes
- Scope & Sequence
- Repertoire & Resources
- Assessments

SECTION I

(PHILOSOPHY OF MUSIC EDUCATION)

Y5/K - 12th Grade

PHILOSOPHY & BELIEF STATEMENT

- We believe that all students can learn music.
- We believe that growth and development in music is sequential and occurs at varying rates.
- We believe that students learn best in music classrooms when:
 - they have opportunities to participate with hands on experience
 - they feel respected and valued as worthwhile individuals
 - behavioral expectations are fair, consistent, and clearly stated
 - the environment is non-threatening
 - they have opportunities for individual input
 - the instructional process utilizes a variety of resources to address individual learning styles
- We believe that the instructional process should be adjusted to address students with special needs.
- We believe that learning in music progresses from:
 - simple to complex
 - concrete to abstract
 - known to unknown
 - exploratory to goal-oriented
- We believe music education utilizes higher order thinking skills through:
 - analyzing musical compositions
 - interpreting music styles and dynamics

judging the quality of a performance or composition

performing varied responses to given rhythmic and harmonic phrases

creating compositions and manipulating the elements of music

- We believe that students produce quality work when:
 - they are self-motivated learners
 - they demonstrate progress toward established outcomes
 - their learning is pleasurable
 - they are able to assess their own performance
- We believe quality music education occurs through an ongoing process of:
 - research & in-service
 - curriculum development
 - observation of other instructional programs
 - self-assessment
- We believe that students have real life experiences through the application of their musical skills in individual and ensemble performances.
- We appreciate music for its intrinsic value and believe that understanding, creating and performing music is fundamental to development of the human mind, body and spirit
- We believe that learning about music is a lifelong process.

THE FAPS K-12 MUSIC STANDARDS

1. The student will understand and apply the basic elements of music
2. The student will engage in active music making using a variety of vocal and instrumental repertoire.
3. The student will create a variety of music using his or her knowledge of the basic elements of music.
4. The student will read and write basic music notation.
5. The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.
6. The student will understand relationships between music, the other arts, and disciplines outside the arts.
7. The student will understand music in relation to history, society and culture.

ASSESSMENT BELIEF STATEMENT

We believe that assessment in music education should be:

- outcome based
- accomplished as students actively learn by participating in class
- achieved through a natural setting for creating or performing many musical attributes
- a way of showing the retention of concepts covered over a given period of time. This may be done aurally, through demonstration, physically and/or written
- a demonstration of the musical elements students have internalized
- a natural, ongoing process shown by student participation through singing, clapping, moving, playing instruments or composing
- recorded by teacher observation, audio recording and/or video recording and described by levels of achievement
- based on "The 1996 NAEP Arts Education Framework" published by The National Assessment Governing Board
- Guided by the Michigan Arts Education Content Standards & Benchmarks
- Guided by the National Standards in Music Education.

SECTION II

(ELEMENTARY GENERAL MUSIC)

Young Fives/Kindergarten – 5th Grade

STUDENT OUTCOMES

Y5/Kindergarten Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat using body movement and classroom instruments
1.2	Verbally and visually recognize “Walk” Note/Rest, “Run” Note
1.3	Aurally recognize and demonstrate that the steady beat may move fast or slow
<i>Melody</i>	
1.4	Develop the ability to echo and match pitches
1.5	Hear and identify high and low sounds (<u>not</u> loud and quiet)
1.6	Demonstrate melodic contour using body movement
1.7	Play melodic fragments on pitched-instruments
<i>Dynamics</i>	
1.8	Sing or play with dynamics appropriate to the mood of the music
1.9	Develop the ability to hear and control vocal dynamics
1.10	Demonstrate dynamic levels using body movement and icons
<i>Timbre</i>	
1.11	Develop an awareness of speaking voice vs. singing voice
1.12	Practice singing with a pleasing sound
1.13	Use voice and classroom instruments to produce a variety of timbres
1.14	Represent various timbres using body movement
1.15	Use instrumental sound effects to accompany songs, poems, and stories
<i>Expression</i>	
1.16	Use appropriate expression while singing and playing instruments to enhance performance
1.17	Represent musical expression using body movement
1.18	Use instrumental sound effects to accompany songs, poems, and stories
<i>Articulation</i>	
1.19	Chant and sing with appropriate articulation
1.20	Demonstrate smooth, connected sounds and choppy, detached sounds using body movement
1.21	Identify smooth, connected sounds and choppy, detached sounds in listening selections

<i>Time and Place</i>	
1.22	Sing songs from different cultures and heritages
1.23	Match appropriate instrument timbres to songs
1.24	Match appropriate occasions to songs

Grades 1-2

Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat using body movement and classroom instruments
1.2	Verbally and visually recognize “Walking” Note, “Walk” Note/Rest, “Run” Note, and their relationship to the beat
1.3	Use icons to represent rhythm patterns
1.4	Aurally and using icons recognize and demonstrate that the steady beat may move fast/slow or gradually faster/slower within a song
1.5	Play simple ostinato patterns using body percussion and classroom instruments
1.6	Demonstrate 2’s vs. 3’s using body movement and classroom instruments
1.7	Create and notate simple 3-beat and 4-beat rhythm patterns
1.8	Aurally and visually match rhythm patterns to phrases of a song
<i>Melody</i>	
1.9	Develop the ability to echo and match pitches
1.10	Hear and identify high and low sounds (<u>not</u> loud and quiet)
1.11	Demonstrate direction of melodic phrases using body movement
1.12	Play melodic fragments on pitched-instruments
1.13	Improvise melodic conversations using pentatonic scales.
1.14	Listen to, then visually match melodic phrases.
<i>Dynamics</i>	
1.15	Sing or play instruments with dynamics appropriate to the musical mood or style
1.16	Use dynamics to enhance speaking, chanting, and singing
1.17	Respond to dynamic changes with movement
1.18	Hear and identify loud and quiet sounds (<u>not</u> high and low)
1.19	Use icons to reflect dynamic changes
<i>Timbre</i>	
1.20	Recognize the difference between speaking and singing voices
1.21	Develop an awareness of the difference between singing in modal and loft ranges
1.22	Sing and play classroom instruments with an increasingly satisfying sound quality
1.23	Recognize by sound and/or by sight common orchestral instruments
1.24	Categorize sounds according to the material of the sound source and the way sound is produced
1.25	Select appropriate instrument timbres to represent musical and

	non-musical text
<i>Expression</i>	
1.26	Express mood and emotions by singing appropriately to match text
1.27	Express mood by choosing appropriate instrument timbres
1.28	Play appropriate simple accompaniments
1.29	Enhance music, art, poetry, and drama through instrumental sound effects

Grades 1-2

Standard 1

The student will understand and apply the basic elements of music.

<i>Articulation</i>	
1.30	Chant and sing with appropriate articulation
1.31	Demonstrate smooth, connected sounds and choppy, detached sounds using body movement
1.32	Recognize and discuss varying examples of articulation in listening examples
<i>Time and Place</i>	
1.33	Sing or play chants and songs from different cultures and heritages
1.34	Match appropriate instrument timbres to songs
1.35	Sing selected songs with correct foreign language pronunciation
1.36	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.37	Demonstrate phrase changes using body movement
1.38	Demonstrate awareness of same/different music sections using contrasting body movements and/or instrumental accompaniments
1.39	Organize geometric shapes to represent phrases within a song and/or sections of a song
<i>Texture</i>	
1.40	Demonstrate awareness of varying textures in selected listening examples using body movement and/or visual icons
1.41	Develop an awareness of appropriate texture choices to accompany chants, poetry, and songs
<i>Harmony</i>	
1.42	Sing a melody while hearing an accompaniment
1.43	Sing or play drones or simple melodic patterns to accompany songs
1.44	Demonstrate an awareness of chord changes (I-V) using body movement
1.45	Improvise pentatonic accompaniments

Grades 3-4

Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat and perform ostinato patterns using body percussion and classroom instruments
1.2	Sing songs/chants with rhythmic accuracy at varying tempos
1.3	Maintain rhythm of own part in an ensemble
1.4	Verbally and visually recognize “Walking Slowly” Note/Rest, “Walking Slow” Note, “Walking” Note/Rest, “Walk” Note/Rest, “Run” Note and their relationship to the beat
1.5	Demonstrate 2’s vs. 3’s using body movement and classroom instruments
1.6	Create and notate simple 3-beat and 4-beat rhythm patterns
1.7	Aurally and visually match rhythm patterns to phrases of a song
1.8	Develop an awareness of conducting patterns for 2’s, 3’s and 4’s
<i>Melody</i>	
1.9	Sing or play melodic fragments by ear
1.10	Play simple melodies on recorder reading from traditional notation
1.11	Demonstrate awareness of up, down, same and step, skip when singing or playing melodic instruments
1.12	Use movement to reflect direction of melodic phrases
1.13	Aurally recognize a melodic cadence
1.14	Distinguish between major and minor scales and tonalities
1.15	Create and/or improvise melodies using pentatonic scales
1.16	Create and/or improvise simple accompaniments using pentatonic scales
1.17	Create simple introductions, interludes, and codas
<i>Dynamics</i>	
1.18	Sing or play instruments with attention to written dynamic markings
1.19	Assign appropriate dynamics to help express mood or style of poetry and songs
1.20	Use traditional terms to discuss the dynamics of the music
1.21	Transfer iconic dynamic markings to traditional dynamic markings
<i>Timbre</i>	
1.22	Practice producing appropriate sound quality when singing and playing instruments
1.23	Use the voice and classroom instruments to produce a variety of timbres appropriate for poetry and songs
1.24	Recognize by sound and/or by sight common orchestral instruments and ensembles
1.25	Categorize sound according to the material of the sound source and the way sound is produced

Grades 3-4

Standard 1

The student will understand and apply the basic elements of music.

<i>Expression</i>	
1.26	Sing and play songs expressively
1.27	Perform rhythm and melody in ways that express specific feelings and emotions
1.28	Discuss how a composer's choice of musical elements effect mood, and demonstrate through original compositions
1.29	Use visual images to reflect the music's mood
1.30	Enhance music, art, poetry, and drama through instrumental sound effects
<i>Articulation</i>	
1.31	Develop an awareness of appropriate articulation while singing and/or playing instruments
1.32	Create visual displays to represent legato and staccato within a piece of music
1.33	Select appropriate articulation while creating sound effects for poetry
<i>Time and Place</i>	
1.34	Sing or play chants and songs from different cultures and historical periods.
1.35	Sing selected songs with correct foreign language pronunciation and understanding of word meaning
1.36	Match appropriate instrument timbres to songs
1.37	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.38	Use knowledge of same/different phrases to sing or play a song
1.39	Use geometric shapes to show phrase sequence of same/different
1.40	Differentiate between Introduction/Interlude/Coda, and the A-Section/B-Section of a musical work
<i>Texture</i>	
1.41	Identify varying musical textures heard in a composition, and compare them to visual artistic representation
1.42	Create original compositions and/or accompaniments using various textures to appropriately reflect the mood of the music
<i>Harmony</i>	
1.43	Sing a melody against an accompaniment
1.44	Maintain own part in a round, partner song, and instrumental ensemble
1.45	Demonstrate Home/Away chord changes (I-IV-V) through movement
1.46	Differentiate between melody and harmony
1.47	Improvise pentatonic accompaniment

Grades K-5

Standard 2

The student will engage in active music making using a variety of vocal and instrumental repertoire.

2.1	Echo short rhythms and melodic patterns
2.2	Perform expressively a varied repertoire of music representing diverse genres and styles
2.3	Sing or play in groups, blending vocal or instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
2.4	Sing ostinatos, partner songs, and rounds
2.5	Sing expressively, with appropriate dynamics, phrasing, and interpretation
2.6	Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo
2.7	Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
2.8	Perform independent instrumental parts while other students sing or play contrasting parts
2.9	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

Grades K-5

Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Improvise “answers” in the same style to given rhythmic and melodic phrases
3.2	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
3.3	Improvise simple rhythmic and melodic ostinato accompaniments
3.4	Use a variety of traditional and nontraditional sound sources available in the classroom when composing, arranging, and improvising
3.5	Create and arrange music to accompany readings, dramatizations, or visual media
3.6	Create and arrange short songs and instrumental pieces within specified guidelines

Grades K-5 Standard 4
The student will read and write basic music notation.

4.1	Identify the parts of a note (head, stem, flag, beam, and dot)
4.2	Read whole, half, dotted half, quarter, and eighth notes and rests in 2's, 3's, and 4's
4.3	Use a system to read, sing, and play simple pitch notation in the treble clef in major keys
4.4	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grades K-5 Standard 5
The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.

5.1	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
5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify simple music forms when presented aurally
5.4	Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music
5.5	Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades K-5 Standard 6
The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades K-5

Standard 7

The student will understand music in relation to history, society and culture.

7.1	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world
7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

SECTION III

(VOCAL MUSIC)

6th – 12th Grade

STUDENT OUTCOMES

Grades 6-10

Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat while performing a variety of vocal literature
1.2	Sing songs/chants with rhythmic accuracy at varying tempos
1.3	Maintain rhythm of own part in an ensemble
1.4	Verbally and visually recognize music notation
1.5	Demonstrate conceptual understanding of duple and triple meters
1.6	Create and notate intermediate rhythm patterns
1.7	Aurally and visually match rhythm patterns to listening examples
1.8	Develop an awareness of conducting patterns for multiple meters
<i>Melody</i>	
1.9	Sing melodic phrases by ear
1.10	Aurally recognize melodic and harmonic cadences
1.11	Distinguish between major and minor scales and tonalities
1.12	Create and/or improvise melodies using pentatonic scales
1.13	Create and/or improvise simple accompaniments using pentatonic scales
1.14	Create simple introductions, interludes, and codas
<i>Dynamics</i>	
1.15	Sing with attention to written dynamic markings
1.16	Assign appropriate dynamics to help express mood or style of poetry and songs
1.17	Use traditional terms to discuss the dynamics of the music
1.18	Understand and apply traditional dynamic markings
<i>Timbre</i>	
1.19	Practice producing appropriate sound quality when singing
1.20	Use the voice to produce a variety of timbres
1.21	Recognize by sound and/or by sight common orchestral instruments and ensembles
1.22	Categorize sound according to the material of the sound source and the way sound is produced
<i>Expression</i>	
1.23	Sing songs expressively
1.24	Perform rhythm and melody in ways that express specific feelings and emotions

1.25	Discuss how a composer's choice of musical elements effect mood
1.26	Use visual images to reflect the music's mood
1.27	Enhance music, art, poetry, and drama through instrumental sound effects
<i>Articulation</i>	
1.28	Develop an awareness of appropriate articulation while singing
1.29	Demonstrate understanding of legato and staccato within a piece of music
<i>Context</i>	
1.30	Sing chants and songs from different cultures and historical periods.
1.31	Sing selected songs with correct foreign language pronunciation and understanding of word meaning
1.32	Match appropriate instrument timbres to songs
1.33	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.34	Use knowledge of Binary/Ternary phrases to sing a song
1.35	Differentiate between Introduction/Interlude/Coda, and the A-Section/B-Section of a musical work
<i>Texture</i>	
1.36	Identify varying musical textures heard in a composition, and compare them to visual artistic representation
1.37	Create original compositions and/or accompaniments using various textures to appropriately reflect the mood of the music
<i>Harmony</i>	
1.38	Sing a melody against an accompaniment
1.39	Maintain own part in a round, partner song, and instrumental ensemble
1.40	Demonstrate understanding of Diatonic chord changes (I-IV-V)
1.41	Differentiate between melody and harmony
1.42	Improvise pentatonic accompaniment

Grades 6-10 Standard 2

The student will engage in active music making using a variety of vocal and instrumental repertoire.

2.1	Echo short rhythms and melodic phrases
2.2	Perform expressively a varied repertoire of music representing diverse genres and styles
2.3	Sing in groups, blending vocal or timbres, matching dynamic levels, and responding to the cues of a conductor
2.4	Sing ostinatos, partner songs, and rounds
2.5	Sing expressively, with appropriate dynamics, phrasing, and interpretation
2.6	Sing independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo
2.7	Perform rhythmic, melodic, and chordal patterns accurately

2.8	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing
-----	--

Grades 6-10 Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Improvise “answers” in the same style to given rhythmic and melodic phrases
3.2	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
3.3	Improvise simple rhythmic and melodic ostinato accompaniments
3.4	Use a variety of traditional and nontraditional sound sources available in the classroom when composing, arranging, and improvising
3.5	Create and arrange music to accompany readings, dramatizations, or visual media
3.6	Create and arrange short songs and instrumental pieces within specified guidelines

Grades 6-10 Standard 4

The student will read and write basic music notation.

4.1	Identify the parts of a note (head, stem, flag, beam, and dot)
4.2	Read whole, half, dotted half, quarter, and eighth notes and rests in Duple and Triple meter
4.3	Use a system to read and sing pitch notation in the treble clef and bass clef in major and minor keys
4.4	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grades 6-10 Standard 5

The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.

5.1	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
-----	--

5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify simple music forms when presented aurally
5.4	Understand and identify prominent music characteristics or specific music events while listening to music
5.5	Demonstrate perceptual skills by answering questions about, describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades 6-10 Standard 6

The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 6-10 Standard 7

The student will understand music in relation to history, society and culture.

7.1	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world
7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

Grades 11-12 Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat while performing a variety of vocal literature
1.2	Sing songs/chants with rhythmic accuracy at varying tempos
1.3	Maintain rhythm of own part in an ensemble
1.4	Verbally and visually recognize music notation
1.5	Demonstrate conceptual understanding of duple and triple meters
1.6	Create and notate advanced rhythm patterns
1.7	Aurally and visually match rhythm patterns to listening examples
1.8	Demonstrate ability to conduct patterns for multiple meters
<i>Melody</i>	
1.9	Sing melodic phrases by ear
1.10	Aurally recognize melodic and harmonic cadences
1.11	Distinguish between a variety of major and minor scales, modes and tonalities
1.12	Create and/or improvise melodies using all modes and tonalities
1.13	Create and/or improvise simple accompaniments using all modes and tonalities
1.14	Create advanced introductions, interludes, and codas
<i>Dynamics</i>	
1.15	Sing with attention to written dynamic markings
1.16	Assign appropriate dynamics to help express mood or style of poetry and songs
1.17	Use traditional terms to discuss the dynamics of the music
1.18	Understand and apply traditional dynamic markings
<i>Timbre</i>	
1.19	Practice producing a variety of characteristics sound quality when singing
1.20	Use the voice to produce a variety of timbres
1.21	Recognize by sound and/or by sight common orchestral instruments and ensembles
1.22	Categorize sound according to the material of the sound source and the way sound is produced
<i>Expression</i>	
1.23	Sing songs expressively
1.24	Perform rhythm and melody in ways that express specific feelings and emotions
1.25	Discuss how a composer's choice of musical elements effect mood
1.26	Use visual images to reflect the music's mood
1.27	Enhance music, art, poetry, and drama through instrumental sound effects
<i>Articulation</i>	
1.28	Demonstrate a variety of appropriate articulations while singing
<i>Context</i>	
1.29	Sing chants and songs from different cultures and historical periods.
1.30	Sing selected songs with correct foreign language pronunciation and understanding of word meaning

1.31	Match appropriate instrument timbres to songs
1.32	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.33	Aurally identify various forms throughout a variety of genres
<i>Texture</i>	
1.34	Identify varying musical textures heard in a composition, and compare them to visual artistic representation
1.35	Create original compositions and/or accompaniments using various textures to appropriately reflect the mood of the music
<i>Harmony</i>	
1.36	Sing a melody against an accompaniment
1.37	Maintain own part in a variety of advanced ensemble literature
1.38	Demonstrate understanding of Diatonic chord changes
1.39	Differentiate between melody and harmony
1.40	Improvise in variety of styles and genres

Grades 11-12 Standard 2

The student will engage in active music making using a variety of vocal and instrumental repertoire.

2.1	Echo advanced rhythms and melodic phrases
2.2	Perform expressively a varied repertoire of music representing diverse genres and styles
2.3	Sing in groups, blending vocal or timbres, matching dynamic levels, and responding to the cues of a conductor
2.4	Sing expressively, with appropriate dynamics, phrasing, and interpretation
2.5	Sing independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo
2.6	Perform rhythmic and melodic patterns accurately
2.7	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

Grades 11-12 Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Improvise “answers” in the same style to given rhythmic and melodic phrases
3.2	Improvise advanced rhythmic variations and advanced melodic embellishments on familiar melodies
3.3	Improvise advanced rhythmic, melodic and harmonic accompaniments
3.4	Use a variety of traditional and nontraditional sound sources available in the classroom when composing, arranging, and

	improvising
3.5	Create and arrange music to accompany readings, dramatizations, or visual media
3.6	Create and arrange songs and instrumental pieces within specified guidelines

Grades 11-12 Standard 4
The student will read and write basic music notation.

4.1	Read advanced rhythmic figures in duple and triple meters
4.2	Use a system to read and sing pitch notation in the treble clef and bass clef in major and minor keys
4.3	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grades 11-12 Standard 5
The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.

5.1	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
5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify advanced music forms when presented aurally
5.4	Understand and identify prominent music characteristics or specific music events while listening to music
5.5	Demonstrate perceptual skills by answering questions about, describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades 11-12 Standard 6
The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 11-12 Standard 7
The student will understand music in relation to history, society and culture.

7.1	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world
7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

SCOPE & SEQUENCE

Course: 6th Grade Vocal Music

Course: 7th Grade Vocal Music

Course: 8th Grade Vocal Music

Course: Chorus (9-12)

Course: Chorale (9-12)

Course: Bella Voce (Women's Chorus 9-12)

Course: Ambassadors (Swing Choir 9-12)

SECTION IV

(INSTRUMENTAL MUSIC)

6th – 12th Grade

STUDENT OUTCOMES

Grades 6-10

Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat while performing a variety of instrumental literature
1.2	Perform songs with rhythmic accuracy at varying tempos
1.3	Maintain rhythm of own part in an ensemble
1.4	Verbally and visually recognize music notation
1.5	Demonstrate conceptual understanding of duple and triple meters
1.6	Create and notate intermediate rhythm patterns
1.7	Aurally and visually match rhythm patterns to listening examples
1.8	Develop an awareness of conducting patterns for multiple meters
<i>Melody</i>	
1.9	Perform melodic phrases by ear
1.10	Aurally recognize melodic and harmonic cadences
1.11	Distinguish between major and minor scales and tonalities
1.12	Create and/or improvise melodies using pentatonic scales
1.13	Create and/or improvise intermediate accompaniments using pentatonic scales
1.14	Create intermediate introductions, interludes, and codas
<i>Dynamics</i>	
1.15	Perform with attention to written dynamic markings
1.16	Assign appropriate dynamics to help express mood or style of poetry and songs
1.17	Use traditional terms to discuss the dynamics of the music
1.18	Understand and apply traditional dynamic markings
<i>Timbre</i>	
1.19	Practice producing appropriate sound quality when performing
1.20	Use the instrument to produce a variety of timbres
1.21	Recognize by sound and/or by sight common orchestral instruments and ensembles
1.22	Categorize sound according to the material of the sound source and the way sound is produced
<i>Expression</i>	
1.23	Perform songs expressively
1.24	Perform rhythm and melody in ways that express specific feelings

	and emotions
1.25	Discuss how a composer's choice of musical elements effect mood
1.26	Use visual images to reflect the music's mood
1.27	Enhance music, art, poetry, and drama through instrumental sound effects
<i>Articulation</i>	
1.28	Develop an awareness of appropriate articulation while performing
1.29	Demonstrate understanding of legato and staccato within a piece of music
<i>Context</i>	
1.30	Perform chants and songs from different cultures and historical periods.
1.31	Perform selected songs with correct foreign language pronunciation and understanding of word meaning
1.32	Match appropriate instrument timbres to songs
1.33	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.34	Use knowledge of Binary/Ternary phrases to Perform a song
1.35	Differentiate between Introduction/Interlude/Coda, and the A-Section/B-Section of a musical work
<i>Texture</i>	
1.36	Identify varying musical textures heard in a composition, and compare them to visual artistic representation
1.37	Create original compositions and/or accompaniments using various textures to appropriately reflect the mood of the music
<i>Harmony</i>	
1.38	Perform a melody against an accompaniment
1.39	Maintain own part in a round, partner song, and instrumental ensemble
1.40	Demonstrate understanding of Diatonic chord changes (I-IV-V)
1.41	Differentiate between melody and harmony
1.42	Improvise pentatonic accompaniment

Grades 6-10

Standard 2

The student will engage in active music making using a variety of vocal and instrumental repertoire.

2.1	Echo short rhythms and melodic phrases
2.2	Perform expressively a varied repertoire of music representing diverse genres and styles
2.3	Perform in groups, blending vocal or timbres, matching dynamic levels, and responding to the cues of a conductor
2.4	Perform ostinatos, partner songs, and rounds
2.5	Perform expressively, with appropriate dynamics, phrasing, and interpretation
2.6	Perform independently, on pitch and in rhythm, with appropriate

	timbre, posture, and tempo
2.7	Perform rhythmic, melodic, and chordal patterns accurately
2.8	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

Grades 6-10 Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Improvise “answers” in the same style to given rhythmic and melodic phrases
3.2	Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
3.3	Improvise simple rhythmic and melodic ostinato accompaniments
3.4	Use a variety of traditional and nontraditional sound sources available in the classroom when composing, arranging, and improvising
3.5	Create and arrange music to accompany readings, dramatizations, or visual media
3.6	Create and arrange short songs and instrumental pieces within specified guidelines

Grades 6-10 Standard 4

The student will read and write basic music notation.

4.1	Identify the parts of a note (head, stem, flag, beam, and dot)
4.2	Read whole, half, dotted half, quarter, and eighth notes and rests in Duple and Triple meter
4.3	Use a system to read and sing pitch notation in the treble clef and bass clef in major and minor keys
4.4	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grades 6-10 Standard 5

The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.

5.1	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
5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify simple music forms when presented aurally
5.4	Understand and identify prominent music characteristics or specific

	music events while listening to music
5.5	Demonstrate perceptual skills by answering questions about, describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades 6-10 Standard 6

The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 6-10 Standard 7

The student will understand music in relation to history, society and culture.

7.1	Perform from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world
7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

Grades 11-12 Standard 1

The student will understand and apply the basic elements of music.

<i>Rhythm</i>	
1.1	Maintain a steady beat while performing a variety of instrumental literature
1.2	Perform songs with rhythmic accuracy at varying tempos
1.3	Maintain rhythm of own part in an ensemble
1.4	Verbally and visually recognize music notation
1.5	Demonstrate conceptual understanding of duple and triple meters
1.6	Create and notate advanced rhythm patterns

1.7	Aurally and visually match rhythm patterns to listening examples
1.8	Demonstrate ability to conduct patterns for multiple meters
<i>Melody</i>	
1.9	Perform melodic phrases by ear
1.10	Aurally recognize melodic and harmonic cadences
1.11	Distinguish between a variety of major and minor scales, modes and tonalities
1.12	Create and/or improvise melodies using all modes and tonalities
1.13	Create and/or improvise simple accompaniments using all modes and tonalities
1.14	Create advanced introductions, interludes, and codas
<i>Dynamics</i>	
1.15	Perform with attention to written dynamic markings
1.16	Assign appropriate dynamics to help express mood or style of poetry and songs
1.17	Use traditional terms to discuss the dynamics of the music
1.18	Understand and apply traditional dynamic markings
<i>Timbre</i>	
1.19	Practice producing a variety of characteristics sound quality when singing
1.20	Use the instrument to produce a variety of timbres
1.21	Recognize by sound and/or by sight common orchestral instruments and ensembles
1.22	Categorize sound according to the material of the sound source and the way sound is produced
<i>Expression</i>	
1.23	Perform songs expressively
1.24	Perform rhythm and melody in ways that express specific feelings and emotions
1.25	Discuss how a composer's choice of musical elements effect mood
1.26	Use visual images to reflect the music's mood
1.27	Enhance music, art, poetry, and drama through instrumental sound effects
<i>Articulation</i>	
1.28	Demonstrate a variety of appropriate articulations while performing
<i>Context</i>	
1.29	Perform chants and songs from different cultures and historical periods
1.30	Perform selected songs with correct foreign language pronunciation and understanding of word meaning
1.31	Match appropriate instrument timbres to songs
1.32	Discuss music about people, places, jobs, etc.
<i>Form</i>	
1.33	Aurally identify various forms throughout a variety of genres
<i>Texture</i>	
1.34	Identify varying musical textures heard in a composition, and

	compare them to visual artistic representation
1.35	Create original compositions and/or accompaniments using various textures to appropriately reflect the mood of the music
<i>Harmony</i>	
1.36	Perform a melody against an accompaniment
1.37	Maintain own part in a variety of advanced ensemble literature
1.38	Demonstrate understanding of Diatonic chord changes
1.39	Differentiate between melody and harmony
1.40	Improvise in variety of styles and genres

Grades 11-12 Standard 2

The student will engage in active music making using a variety of vocal and instrumental repertoire.

2.1	Echo advanced rhythms and melodic phrases
2.2	Perform expressively a varied repertoire of music representing diverse genres and styles
2.3	Perform in groups, blending vocal or timbres, matching dynamic levels, and responding to the cues of a conductor
2.4	Perform expressively, with appropriate dynamics, phrasing, and interpretation
2.5	Perform independently, on pitch and in rhythm, with appropriate timbre, posture, and tempo
2.6	Perform rhythmic and melodic patterns accurately
2.7	Identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing

Grades 11-12 Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Improvise “answers” in the same style to given rhythmic and melodic phrases
3.2	Improvise advanced rhythmic variations and advanced melodic embellishments on familiar melodies
3.3	Improvise advanced rhythmic, melodic and harmonic accompaniments
3.4	Use a variety of traditional and nontraditional sound sources available in the classroom when composing, arranging, and improvising
3.5	Create and arrange music to accompany readings, dramatizations, or visual media
3.6	Create and arrange songs and instrumental pieces within specified guidelines

Grades 11-12 Standard 4
The student will read and write basic music notation.

4.1	Read advanced rhythmic figures in duple and triple meters
4.2	Use a system to read and sing pitch notation in the treble clef and bass clef in major and minor keys
4.3	Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher

Grades 11-12 Standard 5
The student will use his or her knowledge of the elements of music to listen to, analyze, describe, and evaluate music.

5.1	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
5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify advanced music forms when presented aurally
5.4	Understand and identify prominent music characteristics or specific music events while listening to music
5.5	Demonstrate perceptual skills by answering questions about, describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades 11-12 Standard 6
The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 11-12 Standard 7
The student will understand music in relation to history, society and culture.

7.1	Perform from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings

	and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world
7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

SCOPE & SEQUENCE

Course: 6th Grade Band

Course: 7th Grade Band

Course: 8th Grade Band

Course: Marching Band (9-12)

Course: Symphonic Band (9-12)

Course: Jazz Orchestra (9-12)

Course: Wind Ensemble (9-12)

SECTION V

(NON-PERFORMANCE BASED MUSIC)

9th – 12th Grade

STUDENT OUTCOMES

Students will learn how to use and apply music technology hardware and software, and how to enjoy music by composing their own music with the use of music technology. Students will demonstrate understanding of the components, apply appropriate terminology throughout, express themselves through the medium, present their work publicly, assess and appraise their work and that of others, and accept and incorporate feedback into the creative process.

Grades 9-12 Standard 1

The student will understand and apply the basic elements of music

1.1	Rhythm – A series of sounds that convey a sense of motion
1.2	Melody – A series of intentionally organized tones
1.3	Harmony – Two or more tones occurring simultaneously
1.4	Tempo – The speed at which sounds occur
1.5	Texture – The layers of sound as they relate to the composite
1.6	Timbre – The unique characteristics of a sound
1.7	Dynamics – The aspect of music relating to degrees of loudness
1.8	Form – The structure, shape or organizing principle of a composition

Grades 9-12 Standard 3

The student will create a variety of music using his or her knowledge of the basic elements of music.

3.1	Construction - Students will produce a varied body of work consisting of pre-existing loops
3.2	Arrangement – Students will produce a varied body of work consisting of a combination of pre-existing music, and new performances/recordings of that work
3.3	Composition – Students will produce a varied body of work consisting of new performances/recordings only

Grades 9-12 Standard 4

The student will read and write basic music notation using notation software.

4.1	Students will notating single line melodies
-----	---

4.2	Students will create a lead sheet
4.3	Students will create a multi-stave score
4.4	Students will enter articulations, phrasings, etc.

Grades 9-12 Standard 5

The student will use his or her knowledge of the elements of music to listen to, analyze, describe and evaluate music.

5.1	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
5.2	Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use
5.3	Identify advanced music forms when presented aurally
5.4	Understand and identify prominent music characteristics or specific music events while listening to music
5.5	Demonstrate perceptual skills by answering questions about, describing aural examples of music of various styles representing diverse cultures
5.6	Use appropriate terminology in explaining music, music notation, music instruments and voices, and music performance
5.7	Explain, using appropriate music terminology, their personal preferences for specific musical works and styles
5.8	Devise criteria for evaluating performances and compositions

Grades 9-12 Standard 6

The student will understand relationships between music, the other arts, and disciplines outside the arts.

6.1	Identify similarities and differences in the meanings of common terms used in the various arts
6.2	Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Grades 9-12 Standard 7

The student will understand music in relation to history, society and culture.

7.1	Perform from memory a varied repertoire of songs representing genres and styles from diverse cultures
7.2	Identify and describe roles of musicians in various music settings and cultures
7.3	Identify by genre or style aural examples of music from various historical periods and cultures
7.4	Describe in simple terms how elements of music are used in music examples from various cultures of the world

7.5	Demonstrate audience behavior appropriate for the context and style of music performed
7.6	Analyze personal, family, and community uses of music

SCOPE & SEQUENCE

Course: Music Technology Class

Units of Instruction:

- Garage Band
 - Hardware, Software, Music Tech Lab Rules and Procedures
 - Elements of Music
 - Live Sound Reinforcement
 - Introduction to DAW (Digital Audio Workstations)
 - Sampling & Sequencing with Garage Band
- Sibelius
 - Notation with Sibelius
- Logic
 - Production with Logic
 - Foley with Logic
 - Scoring for Motion Picture with Sibelius and Logic
 - The Music Industry

REQUIRED RESOURCES

This course requires access to the Music Technology Classroom, including:

Hardware: Computers, MIDI controllers USB microphones, USB cords, Headphones, Workstations,

Software: Digital Audio Workstation/Sequencing Program (i.e. Garage Band, Logic, etc.), Music Notation Program (i.e. Sibelius, etc.), Internet Access, Server Storage Space.