

K-12

Music



Music: Kindergarten

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	I	Explore the voice using whispering, singing and calling voices.
b	I	Practice a wide variety of songs, finger plays, rhymes, echo songs, call and response songs.
c	M	Practice matching pitch. (range: D4-B5)
d	I	Explore high and low pitch, and up and down melodic direction in a variety of ways.
e	I	Echo short rhythmic and melodic motives.
f	M	Practice using classroom instruments and Orff instruments appropriately and musically
g	I	Accompany songs, stories, and rhymes with classroom instruments
h	I	Improvise accompaniments using classroom instruments for songs, stories and rhymes.
i	I	Explore environmental (found) and body percussion sounds.
j	M	Practice steady beat.
k	M	Distinguish between fast and slow, long and short, loud and quiet sounds and apply them appropriately to performance/creative/listening activities.
l	M	Recognize the use of symbols/pictures to represent musical concepts.
m	M	Use movement to demonstrate musical concepts such as phrase, melodic direction and tempo. Experience same and different sections.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	M	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
b	I	Expose students to a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	I	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
b	M	Describe specific musical aspects of a given example (e.g., loud/soft, slow/fast, high/low, and names of instruments).
c	I	Practice and exhibit appropriate audience skills.
d	M	Distinguish between strings, winds, and percussion instruments.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

a	I	Express, through other art forms, feelings evoked by music
b	I	Express feelings evoked by music from various cultures and historical periods.


Music: First Grade

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	I	Explore and develop the voice by using whispering, singing, speaking and calling voices.
b	I	Sing a wide variety of songs, including folk literature, call and response songs and echo songs.
c	M	Practice matching pitch. (range: C4-B5)
d	M	Review high and low and up and down melodic direction and relate these to how they look on the 5 line staff (e.g., how notes look when they go up).
e	M	Read, write, and perform Sol and Mi on abbreviated staff (2-3 lines).
f	M	Distinguish between fast and slow tempi, and loud and quiet sounds; apply them appropriately in performance and/or listening activities.
g	M	Distinguish between long and short sounds.
h	M	Distinguish between steady beat and rhythm patterns (the way the words go).
i	M	Read, write and perform. 
j	I	Echo simple rhythmic and melodic motives.
k	I	Explore environmental (found) sounds.
l	M	Use body percussion (stamp, pat, clap and snap) or instruments to practice steady beat and rhythm.
m	M	Practice using classroom instruments (including Orff instruments) appropriately and musically.
n	M	Show knowledge of melodic phrases including some and different passages.
o	M	Create simple question and answer phrases.
p	M	Accompany songs and rhythms with body percussion and classroom instruments, including Orff. instruments.
q	I	Create and improvise accompaniments for stories and poems.
r	I	Experience same and different sections; identify AB form.
s	I	Relate learned musical concepts to other arts and disciplines outside the arts, for example: language. arts or science.
t	I	Introduce the terms composer, performer, and soloist.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	M	Perform a wide variety of music from different cultures and historical periods, including traditional Alaska Native music.
b	I	Recognize specific works of music.
c	I	Understand the connection of music to their own lives.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	I	Listen to and/or observe and discuss many examples of music, including recordings and live performances.
b	M	Describe specific musical aspects of a given example (e.g., loud/soft, slow/fast, high/low and names of instruments).

c	I	Practice and exhibit appropriate audience skills.
d	M	Begin to analyze own performance and created sound according to criteria.
e	M	Distinguish between strings, winds and percussion instruments.
Standard D		
Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.		
a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other art forms, feelings evoked by music.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	I	Listen to and/or observe and discuss many examples of music including recordings and live performances.
b	M	Describe specific musical aspects of a given example (e.g., loud/soft, names of instruments).
c	I	Practice and exhibit appropriate audience skills.
d	M	Begin to analyze own performance and created sounds according to criteria.
e	M	Distinguish between an orchestra and a band.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other arts forms, feelings evoked by music.
c	I	Consider cultural beliefs about works of music.
d	I	Talk about how music is used in daily life.

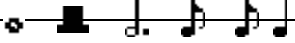
Music: Third Grade

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	I	Continue to refine the voice, producing a clear, free flowing tone as opposed to shouting. (range: B4-D5)
b	I	Sing rounds, partner songs, and vocal ostinati (repeated patterns).
c	M	Read, write, and perform Sol-Mi, Sol-Mi-La, and Mi-Re-Do patterns as well as combinations of these in full staff notation.
d	M	Know the absolute pitch names (treble clef) of the five-line staff (A, B, C, etc.), as they relate to knowledge on recorder or other instruments.
e	M	Maintain steady beat in various tempi and meters, including 6/8.
f	M	Read, write, and perform all previous notation plus: 
g	M	Begin to learn the formal names: quarter note, eighth note, half note, whole note and corresponding rests.
h	M	Practice using classroom instruments and recorder appropriately and musically.
i	I	Use recorder and other instruments to accompany poetry and stories.
j	M	Show knowledge of same and different phrases; create simple melodic and rhythmic question and answer phrases.
k	M	Create and show knowledge of rondo form; identify verse and refrain/chorus, DC al fine, DS al fine, fermata.
l	M	Use accompaniments with body percussion and classroom instruments, including Orff instruments. These should include steady beat and multiple ostinato accompaniments.
m	M	Sing and listen to melodies with simple chordal accompaniment. Experience playing simple two-chord accompaniments.
n	I	Relate learned musical concepts and/or activities to other arts and disciplines outside the arts.
o	M	Identify and use dynamics including "crescendo" and "decrescendo".

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	I	Listen to and perform a wide variety of music from different cultures and historical periods.
b	I	Recognize specific works of music (e.g., <i>Peer Gynt Suite</i>).
c	I	Listen to and perform culturally appropriate, traditional Alaska Native music.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	I	Listen to and/or observe and discuss many examples of music including recordings and live performances.
b	I	Listen to amateur and professional musicians and performers tell about their instruments and their craft.

c	M	Describe specific musical aspects of a given example (e.g., loud/soft, fast/slow, smooth/light, names of instruments).
d	I	Practice and exhibit appropriate audience skills.
e	M	Begin to analyze own performance and created sounds according to criteria.
f	M	Listen to and identify the four families of orchestral instruments, the instruments within those families, and instruments from other cultures.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other arts forms, feelings evoked by music.
c	I	Consider cultural beliefs about works of music.
d	I	Talk about how music is used in daily life.


Music: Fourth Grade

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	M	Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture. (range: B4-E5)
b	M	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
c	M	Sing rounds, partner songs, vocal ostinati, and counter melodies; begin reading two-part music on score; respond to cues of the conductor.
d	M	Add <u>low So</u> , <u>low La</u> , and <u>high Do</u> to the previously learned melodic patterns.
e	M	Begin learning the major scale, including <u>Fa</u> and <u>Ti</u> and combinations of those notes.
f	M	Play and sing simple diatonic melodies using solfege and absolute pitch names.
g	M	Echo rhythmic and melodic phrases, up to four measures.
h	M	Read, write, and perform all previously learned symbols and  and in 2/4, 3/4, and 4/4 meter signatures.
i	M	Count basic eighth note and quarter note rhythms with numbers.
j	M	Use classroom instruments appropriately and musically, and include B flat and F#, C scale and two parts; continue recorder.
k	I	Create accompaniments and sounds for poetry and stories with instruments.
l	M	Add accompaniments with body percussion and classroom instruments, including Orff instruments.
m	I	Improvise question and answer phrases and simple melodic and rhythmic ostinato accompaniments.
n	M	Begin to learn two-chord accompaniments on Orff instruments or other instruments. Introduce <i>tonic</i> and <i>dominant</i> .
o	I	Relate learned musical concepts and/or activities to other arts and disciplines outside the arts.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	I	Listen to and perform a wide variety of culturally appropriate music from different cultures and historical periods.
b	M	Begin to identify by style and instrumentation aural examples of music from various historical periods and cultures.
c	M	Describe how elements of music are used in the music of various cultures.
d	I	Identify various uses of music in daily life and describe characteristics that make music suitable for each use.
e	I	Become familiar with well-known compositions associated with stories (e.g., <i>Pictures at an Exhibition</i> , <i>Four Seasons</i>).

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	I	Listen to and/or observe and discuss many examples of music including recordings and live performances.
b	I	Listen to amateur and professional musicians and performers tell about their instruments and their craft.
c	M	Describe specific musical aspects of a given example using musical vocabulary.

d	M	Identify a variety of instrumental, vocal, and other sounds by their distinct sound qualities and timbres.
e	I	Practice and exhibit appropriate audience skills.
f	M	Use criteria for evaluating performances and compositions.
Standard D		
Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.		
a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other arts forms, feelings evoked by music.
c	I	Consider cultural beliefs about works of music.
d	I	Talk about how music is used in daily life.
e	M	Using appropriate musical terminology, explaining personal preferences for specific musical works and styles.

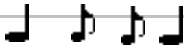
Music: Fifth Grade

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	M	Continue to improve vocally with emphasis on correct breathing and breath as a source of energy in skillful singing. (range: A4-F5)
b	I	Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.
c	M	Sing rounds, partner songs, vocal ostinati, four-part canons, and counter melodies.
d	M	Begin reading two-part music on score; respond to cues of the conductor; develop ensemble skills.
e	M	Play and sing simple diatonic melodies using solfege and absolute pitch names.
f	M	Play and sing simple melodies in minor, both using La as the home tone and flat 3 and flat 7 (ex: Frere Jacques).
g	M	Experience and practice steady beat in a variety of meters; review reading rhythms from previous grades.
h	M	<div style="text-align: center;">  </div> <p>Read, write, and perform dotted and syncopated rhythms • • with pick ups.</p>
i	M	Introduce reading rhythms in 6/8 time.
j	M	Expand concept of counting rhythm with numbers to include sixteenth notes.
k	M	Begin to explore instruments such as guitar, autoharp, keyboard, and MIDI.
l	M	Improvise question and answer phrases and simple melodic and rhythmic ostinato accompaniments; create contrasting sections in a form.
m	M	Practice three-chord accompaniments.
n	I	Show knowledge of theme and variations.
o	M	Read, write, and perform legato, staccato, and accent.
p	I	Relate learned musical concepts and/or activities to other arts and disciplines outside the arts.
q	M	Identify and use dynamics including "crescendo" and "decrescendo".

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	M	Listen to and perform a wide variety of culturally appropriate music from different cultures and historical periods including Alaska Native Music.
b	M	Identify by style and instrumentation aural examples of music from various historical periods and cultures.
c	M	Describe how elements of music are used in the music of various cultures.
d	I	Identify various uses of music in daily life and describe characteristics that make music suitable for each use.
e	M	Identify several exemplary compositions from composers of diverse backgrounds.
f	I	Recognize specific works of music and well-known stories and ideas in music (e.g. <i>Billy the Kid</i>).

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	M	Listen to and/or observe and discuss many examples of music including recordings and live performances.
b	M	Listen to amateur and professional musicians and performers tell about their instruments and their craft.
c	M	Listen to and discuss the use of electronic media in composition.
d	M	Listen to all orchestral instruments; discuss the instrumentation in other groups such as jazz ensembles, bluegrass groups, and other ensembles.
e	I	Practice and exhibit appropriate audience skills.
f	M	Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in own listening and performing.
g	M	Evaluate the quality and effectiveness of personal and other's performances, compositions, and improvisations by applying specific individual criteria, and offering constructive suggestions for improvement.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other arts forms, feelings evoked by music.
c	I	Consider cultural beliefs about works of music.
d	I	Recognize themes of music, such as love, peace, conflict, community, and childhood.
e	M	Use appropriate music terminology to explain personal preferences in specific musical works and styles.

Music: Sixth Grade

I - Concept can be integrated into other subjects

M - Concept is best served in the music curriculum

Standard A

Learning Goal: A student should be able to create and perform in the arts.

a	M	Sing accurately with good breath control, posture & tone throughout own singing ranges, alone and in small ensembles, including some songs from memory. (range: A4-F5)
b	M	Play and sing simple diatonic melodies using solfege and absolute pitch names - Introduce intervals starting on Do.
c	M	Study the function of key signatures; determine tonic.
d	M	Experience steady beat in a variety of meters including: 5/4, 7/4, 12/8, 3/8 (example, "Take Five" and Greek folk dances) including and swing.
e	M	Refine recorder skills.
f	M	Improvise simple harmonic accompaniments - e.g. pentatonic, I-IV-V
g	M	Recognize I-IV-V chord progression orally.
h	M	Share knowledge of a variety of forms, including 12-bar blues. Introduce symphony as a form.
i	M	Identify and apply dynamics, tempo, and stylistic sensitivity in performance.
j	I	Integrate music and other art forms to create a work of art.
k	I	Relate learned musical concepts and/or activities to other arts and disciplines outside the arts.
l	M	Experience performing in 3-4 part ensembles and reading from a score.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

a	M	Listen to and perform a wide variety of culturally appropriate music from different cultures and historical periods including Alaska Native Music.
b	M	Identify by style and instrumentation aural examples of music from various historical periods and cultures.
c	M	Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
d	I	Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.
e	M	Identify several exemplary compositions from composers of diverse backgrounds.
f	I	Recognize specific works of music and well-known stories and ideas in music (e.g. <i>Firebird Suite</i>).

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

a	M	Analyze the use of elements of music in aural examples representing diverse genres and cultures.
b	M	Describe specific music events in a given aural example using appropriate terminology.

c	M	Listen to all orchestral instruments; discuss the instrumentation in other groups, such as jazz ensembles, bluegrass groups, and other ensembles.
d	M	Listen to and discuss the use of electronic media in composition.
e	I	Practice and exhibit appropriate audience skills.
f	M	Develop individual criteria for evaluating the quality and effectiveness of music performances and compositions and apply criteria in own listening and performing.
g	M	Evaluate the quality and effectiveness of personal and other's performances, compositions, and improvisations by applying specific individual criteria, and offering constructive suggestions for improvement.
Standard D		
Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.		
a	I	Express feelings evoked by music from various cultures and historical periods.
b	I	Express, through other arts forms, feelings evoked by music.
c	I	Consider cultural beliefs about works of music.
d	I	Recognize themes of music, such as love, peace, conflict, community, and childhood.
e	I	Compare two or more areas of the arts and how the characteristics materials of various art forms can be used to transform similar events, scenes, emotions, or ideas into works of arts.
f	M	Express own personal preferences about a given piece of music using appropriate music terminology.

K

Rhythm

Melody

Harmony

1



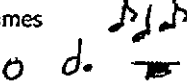


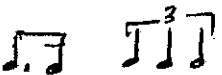
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<p>Steady Beat Fast/Slow Long/Short</p>	<p>High/Low Types of voices So1, Mi</p>	<p>Monophonic</p>
<p>Steady Beat vs. Rhythm Long/Short Tempo</p> 	<p>Up/Down S, M Voices</p>	<p>Simple Bordun</p>
<p>Meter 2/4, 4/4 <i>tie</i> Duple meter Triple meter Bar lines</p> 	<p>S,M and S,M,L Lines and Spaces</p>	<p>Instrumental and vocal Ostinati Level Bordun</p>
<p>Meter 3/4 Begin learning formal note names</p> 	<p>S,M S,M,L M,R,D Staff Transpose C, F, G Pentatonic</p>	<p>Crossover Bordun 2 Part Canon</p>
<p>Count basic eighth and quarter notes with numbers</p> 	<p>S, L - minor Line/Space names Octave Two chord accompaniments Tonic, dominant</p>	<p>3 part canon/ partner songs 4 complementary rhythmic parts</p>
<p>Count rhythms with numbers Pick up notes Meter 6/8</p> 	<p>D, R, M, F, S, L, T, D I-V Harmony Bass Clef</p>	<p>2 Part Score 4 part canon</p>
<p>Meter 3/8, 12/8, 5/4 and 7/4</p> 	<p>I - IV - V Harmony Diatonic Intervals starting on Do Key Signatures</p>	<p>Recognize I-IV-V Aurally</p>

Texture	Form	Dynamics	Instrumental
Unison Call/response echo	Like and different	Loud/Quiet Fast/Slow	Classify all classroom instruments Unpitched playing technique
Simple Bordun Color Parts Call/response echo	AB Phrases Question/answer	Gradual change in dynamics or tempo	Choose appropriate timbre for stories
Bordun + 2 complimentary parts	ABA Chorus/Verse :	Piano/Forte	
Bordun + 3 complimentary parts	Rondo, canon D.C. al fine D.S. al fine	Crescendo and decrescendo	Recorder BAG
Group ostinati	Theme and variations	pp, ff, accent	Recorder Bb,E,D,F#,C
Bass ostinato	4 bar phrases	mp, mf	Guitar, autoharp and keyboard
Descants	Varieties of forms e.g. 12 bar blues, symphony		Guitars

Music Curriculum Glossary

acappella	without instrumental accompaniment
AB form	a structure of music using two sections
accent	a stress or emphasis on a note
accompaniment	a musical background to a melody
band	a group of brass, woodwinds, and percussion instruments
bass clef	tells that the notes between the : are "f"
beat	the pulse felt in most music
bordun (drone)	an accompaniment based on the tonic and dominant of the key with the tonic on the bottom (do-sol)
brass family	metal instruments such as trumpet, French horn, trombone, and tuba that are played by buzzing the lips into the mouthpiece
canon	a song form with two or more voices in which melody is introduced and imitated one or more times; similar to a round
chord	three or more pitches sounded together
coda	a short section added to the end of a piece of music
color parts	the use of instruments to create special sound effects on a particular word or at the end of a phrase
composer	person who writes music
conductor	a person who leads performers using special patterns of arm movements
countermelody	a contrasting melody, written to go with a song
crescendo	(<) getting louder little by little
<i>D.C. al Fine</i>	Italian words that tell you to go back to the beginning and keep going until you see the word <i>fine</i>
<i>D.S. al Fine</i>	Italian words that tell you to go back to the sign *** and keep going until you see the word <i>fine</i>
decrescendo	(>) getting softer little by little

dissonance	the sounding of a combination of pitches that creates harmonic tension and that sounds unfinished
drum circles	music-making events where people sit or stand in a circle while playing world percussion instruments
dynamics	the loudness or softness of music (e.g., piano and forte)
<i>Fine</i>	an Italian word that means "the end"
first ending	a sign that tells you to go back to the beginning of a song and sing to the second ending
form	the order of phrases or sections, or the plan, of a piece of music
<i>forte (f)</i>	the musical term for "loud"
harmony	two or more pitches played at the same time
interlude	a short musical connection between sections or verses of a song
interval	the distance between two pitches
introduction	a short section added to the beginning of a piece of music
key signature	the sharps or flats at the beginning of each staff
leap or skip	one way a melody moves; to move higher or lower by jumping over two or more pitches
legato	smooth and connected
lyrics	the words of a song
major scale	a specific set of eight pitches from do to do'
measure	a unit used to group notes and rests
melody	several pitches that are sounded one after the other to make a tune
meter	the pattern of beats grouped in a measure of music (e.g., 3/4, 4/4)
meter signature	the symbol that tells how many beats are grouped in each measure
minor scale	a specific set of eight pitches from la to la'
note	a sign for a sound in music
octave	a leap of eight steps between two pitches

orchestra	a group of strings, woodwinds, brass, and percussion instruments
ostinato	a musical pattern that repeats over and over
partner songs	separate songs that sound good when sung at the same time
Pentatonic	having five pitches (do, re, mi, so, la)
percussion family	instruments such as drum, rattle, and bell that are played by striking, scraping, or shaking
phrase	a short section of music that is one musical thought
<i>piano (p)</i>	the musical term for "soft" (quiet)
pitch	the highness or lowness of a sound
refrain (chorus)	a section of a song that is repeated after each verse
repeat	a symbol that tells you to repeat that part of the music
repetition	using the same musical idea more than once
rhythm	the long and short sounds and silences that are heard in a song
<i>ritardando</i>	gradually getting slower
rondo	musical form that has different sections, in which the A section is repeated between each section, such as ABACA
round	a type of canon; a short song for three or more voices in which each voice begins at a different time
scale	a group of pitches in order from lowest to highest
score	written music that shows all the parts to be performed together
second ending	the ending after the first ending of a song
solfege	naming pitches using do, re, mi, fa, sol, la, ti, do
staccato	short and choppy
staff	the five lines and four spaces on which musical notes are written
stepwise melody	one way a melody moves; to move higher or lower to the next pitch
string family	instruments such as violin, viola, cello, and double bass that are sounded by plucking or by drawing a bow across strings

style	the distinct way that people use the elements of music to express themselves
syncopation	a type of rhythm in which stressed sounds occur between beats instead of on beats
tempo	the speed of the beat
texture	the sound created by different pitches, rhythms, and tone colors played or sung together
theme	the main musical idea of a piece
theme and variations	a musical form that has a main idea followed by changed versions of the idea
tie	a curved line that connects two notes of the same pitch and means that the sound should be held for the length of both notes
timbre	the special sound of each instrument or voice
tonal center	the home tone or pitch around which a melody seems to center, often the last pitch
treble clef	tells that the notes on the second line of a staff are called "G"
tutti	all parts singing or playing together
twelve-bar blues	a blues chord progression of twelve measures, usually following a set pattern
unison	all instruments or voices playing or singing the same notes at the same time
variation	a changed version of a theme or melody
verse	a section of a song that is repeated using the same melody but different words
vocables	sung syllables that have no specific meaning (e.g., EIEIO, la, native music)
woodwind family	wind instruments such as flute, clarinet, and oboe that are or once were made of wood
improvisation	a self-created rhythmic or melodic passage

Beginning Band

Grades 5-8

This course is open to all students who wish to learn to play a band instrument. Students will gain knowledge of and learn basic skills on band instruments as well as learn the general elements of music.

Learning Goals: Performing and Creating

Learn to play an instrument with proper posture, fingerings, embouchure, and, and articulations.

Learn the fundamentals of music notation: note and rest values, articulations, simple meters, rhythm, dynamics, tempos, time and key signatures, scales; etc.

Be able to perform music with a difficulty level of 1 on a scale of 1 to 6.

Will be able to play music in 2/4, 3/4, and 4/4 time.

Perform in scheduled concerts and other appropriate musical events.

Learning Goals: History and Culture

Experience and perform a variety of music of various eras, styles, and forms.

Learning Goals: Evaluation and Analysis

Demonstrate proper care and maintenance of instruments.

Recognize and demonstrate individual competency in an ensemble setting.

Evaluate a performance or composition by comparing it to similar or exemplary model.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Attend various musical events.

Intermediate Band

Grades 6-8

Intermediate Band is an instrumental performing ensemble of students choosing to further their musical skills on their selected band instrument.

Prerequisite: Beginning Band; or Permission of Instructor

Learning Goals: Performing and Creating

Play instruments with proper posture, fingerings, embouchure, and articulations.

Develop nuances of music notation, style, and interpretation.

Perform an appropriate part in both small and large ensembles.

Will be able to play music in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{2}{2}$ time.

Sight-read accurately, music with a difficulty level of 1 on a scale of 1 to 6.

Perform music with a difficulty level of 2 on a scale of 1 to 6.

Investigate music and contributions of famous composers and instrumentalists.

Perform in scheduled concerts, festivals, and other musical events.

Learning Goals: History and Culture

Experience and perform a variety of music of various eras, styles, and forms.

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

Learning Goals: Evaluation and Analysis

Demonstrate proper care and maintenance of instruments.

Recognize and demonstrate individual competency in an ensemble setting.

Further develop knowledge of music notations: note and rest values, articulations, simple meters and rhythms, dynamics, tempos, note names, time and key signatures, scales, etc.

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

Identify and explain differences and similarities in a variety of recorded music representing diverse genres and cultures.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Explain two or more characteristics of two or more arts in a particular historical period.

Attend various musical events.

Concert Symphonic Band and Wind Ensemble Grades 7-12

Concert Band is an instrumental performing group which is open to students of the skill level determined by the instructor. Symphonic Band/Wind Ensemble is comprised of advanced players selected by the instructor through an audition process.

Learning Goals: Performing and Creating

Perform on instrument a varied repertoire of music.

- 1) Perform a large variety of instrumental literature with expression and technical accuracy at a graded level of 3-4 on a scale of 1-6.
- 2) Perform accurately and independently a solo of appropriate festival literature.
- 3) Perform accurately and independently in an ensemble demonstrating well-developed ensemble skills.
- 4) Perform music representing diverse genres and cultures, with expression appropriate for work being performed.
- 5) Play by ear simple melodies and/or simple accompaniments on.
- 6) Be able to perform music written in 6/8 time.

Play various types of scales.

- 1) Be able to play major scales in G, C, F, Bb, Ee, Ab, and Db concert keys.
- 2) Be able to play a full Chromatic Scale.
- 3) Be able to play a sampling of these types of scales: major, natural minor, harmonic minor, and melodic minor.

Recognize the different tonalities.

- 1) Be able to identify a major scale and a minor scale.
- 2) Be able to identify the tonality, major or minor, of a composition.

Read and notate music.

- 1) Demonstrate the ability to read an instrumental score by describing how the elements of music are used.
- 2) Read at sight simple melodies accurately and expressively to a difficulty level of 3 on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 4) Be able to read and recognize each kind of scale: major, natural minor, harmonic minor, and melodic minor.
- 5) Use standard notation to record own musical ideas.
- 6) Use standards notation to compose simple dictation.
- 7) Be able to clap and count music in 6/8 time.

Investigate careers in music fields.

Perform in scheduled concerts, festivals, and other musical events.

Learning Goals: Evaluation and Analysis

Demonstrate individual competency in an ensemble setting.

Determine individual competency by performing a solo.

Demonstrate proper care and maintenance of instruments.

Evaluation

- 1) Describe specific music events in a given aural example using appropriate terminology.
- 2) 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.
- 3) Identify the sounds of a variety of instruments and voices from various cultures.
- 4) Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances and compositions.
- 5) Evaluate performances and compositions by comparison to similar or exemplary models.

Develop further knowledge of music notation; note and rest values, simple and compound meters (both duple and triple), dynamics, tempos, note names, time and key signatures, and scales.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Recognize individual competency in an ensemble setting.

Jazz Ensemble

Grades 9-12

This course offers student performers a history of jazz and an exploration of a variety of styles and media. Students have the opportunity to develop improvisational skills.

Learning Goals: Performing and Creating

Perform a varied repertoire of music on at least one instrument alone and with others.

- 1) Perform a large variety of jazz literature with expression and technical accuracy at a difficulty level of 5 on a scale of 1-6.
- 2) Perform accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath or stick control.
- 3) Perform music representing diverse genres and cultures with expression appropriate for work being performed.
- 4) Play by ear melodies on melodic instruments and accompaniments on a harmonic instrument.
- 5) Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills, as well as in small ensembles with one student on a part.

Improvise melodies, variations, and accompaniments.

- 1) Improvise to stylistically appropriate harmonic accompaniments.
- 2) Improvise melodic and rhythmic embellishments and variations in major and minor keys.
- 3) Improvise melodies unaccompanied or accompanied in a consistent style, meter, and tonality.

Compose and arrange music within specified guidelines.

- 1) Compose short pieces in distinct styles.
- 2) Arrange pieces for voices or instruments other than those for which the pieces were written, preserving the expressive effect of the music.

Read and notate music.

- 1) Demonstrate the ability to read an instrumental score by describing how the elements of music are used.
- 2) Read at sight simple melodies in both treble and bass clefs, accurately and expressively to a difficulty level of 4 on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- 4) Identify and be able to play jazz articulation styles.
- 4) Use standard notation to record own musical ideas and simple dictation..

Develop improvisational techniques.

Explore altered scales and chord progressions.

Perform in scheduled concerts and other musical events.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore various jazz styles: Swing, Ragtime, Blues, Latin, Funk, Contemporary, Ballad, etc.

Explore artists, composers, and arrangers of these styles.

Explain how musical elements combine to create jazz as a distinct style, and demonstrate specific interpretations characteristic of that style.

Identify sources and influences on Jazz as a developing American genre.

Learning Goals: Evaluation and Analysis

Recognize and demonstrate individual competency in an ensemble setting.

Determine progress through self- evaluation of set objectives.

Demonstrate proper care and maintenance of instruments.

Analyze the components and elements of jazz.

Learning Goals: Aesthetic Perceptions

Develop and maintain an individual practice discipline for self-enrichment.

Gain awareness of jazz as an American art form.

Music Appreciation

Grades 7-12

This course is open to all students. Music will be examined in a variety of contexts: music fundamentals, music history, exposure to musical instruments, and listening.

Learning Goals: Performing and Creating

Participate in classroom musical activities.

Sing and perform on an instrument a variety of simple compositions to demonstrate basic understanding of pitch, rhythm, and rudimentary notation.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore general overview of music history: early music, Medieval, Renaissance, Baroque, Classical, Romantic, American, 20th Century, and electronic music.

Attain knowledge of musical instruments and families.

Classify unfamiliar but representative aural examples of music by genre or style and by historical period or culture and explain their classifications.

Identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them.

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

Learning Goals: Evaluation Analysis

Recognize music of various musical periods.

Explore and understand the elements of sound/music.

Recognize selected famous compositions/composers.

Analyze aural examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of music elements and expressive devices.

Demonstrate fundamental knowledge of technical music vocabulary.

Identify and explain compositional devices and techniques used to provide unity, variety, tension, and release.

Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements.

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

Learning Goals: Aesthetic Appreciation

Recognize music as an art form.

Develop a listening style.

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

Compare two or more arts within a particular historical period or style and cite examples from various cultures.

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

Music Theory

Grades 9-12

This course is open to all students who have an interest in studying music in an analytical and historical context. Music fundamentals will be examined. The course is recommended for students who read music and have some performance experience.

Learning Goals: Performing and Creating

Develop beginning compositional skills pertaining to rhythmic notation, melodic notation and basic coring guidelines..

Name, define, and learn to apply the elements of music.

Learn the function of key and time signatures.

Learn solfege.

Study, define, and recognize triads built on the steps of the scale.

Study and apply chord progressions from I, IV, V in various basic keys.

Transpose melodies and harmonies to different keys.

Compose and arrange four-part music using basic chord progressions, inversions, and bass line patterns.

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.

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

Investigate careers in music fields.

Learning Goals: History and Culture

Understand musical forms related to compositional styles.

Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain their classifications.

Identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them.

Identify various roles musicians perform and describe those musicians' activities and achievements.

Learning Goals: Evaluation and Analysis

Learn the fundamentals of music notation: note and rest values, articulations, simple and compound meters and rhythms, dynamics, tempos, note names, time and key signatures, interval and chord structures.

Analyze aural examples of a varied repertoire of music representing diverse genres and cultures, by describing the uses of music and expressive devices.

Demonstrate extensive knowledge of the technical vocabulary of music.

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

Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

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

Learning Goals: Aesthetic Appreciation

Recognize music as an art form.

Develop a listening style.

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

examples.

Compare two or more arts within a particular historical period or style and cite examples from various cultures.

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

Guitar I & II

Grades 9-12

This course is open to all students interested in playing the guitar. Individuals as well as groups will work on learning all strings of the guitar, music fundamentals, reading notes, and chords. More advanced classes will require individual work with chording, finger picking, and working with different musical styles.

Learning Goals: Performing and Creating

Become familiar with the physical construction of the guitar, particularly the frets, fingerboard, tuning keys, etc.

Learn how to tune the guitar using a keyboard, a tuner, etc.

Beginning with string one, learn the first three frets and their notation; continue with the remaining five strings.

Introduce and apply chords C, D, E, G, A Majors, adding c, d, e, g, a minors, C7, D7, E7, G7, and A7, the same five diminished followed by the same five augmented chords, adding the B and F chords last.

Demonstrate various guitar techniques: strumming, picking, and chording.

Perform a varied repertoire of instrumental literature with expression and technical accuracy.

Perform alone and in ensembles with one or more students on a part.

Investigate careers in music fields.

Learning Goals: History and Culture

Study guitar literature and methods representative of various musical styles.

Classify by style and by historical period or culture unfamiliar but representative examples of guitar music and explain their classifications.

Identify sources of specific American genres, trace their evolution, and cite musicians associated with them.

Develop specific criteria for making informed, critical evaluations of the quality of performances, compositions, arrangements, and improvisations, and apply the criteria in personal participation.

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

Learning Goals: Evaluation and Analysis

Understand guitar styles and terminology.

Demonstrate proper care and maintenance of the guitar.

Understand basic theory necessary to play the guitar: I, IV, V, and V 7 chords in various major and minor keys.

Develop technique in a variety of major and minor scales and modes.

Analyze aural examples of a varied repertoire of guitar music representing diverse genres and cultures, by describing the uses of elements of music.

Learning Goals: Aesthetic Appreciation

Develop and maintain individual practice discipline for self-enrichment.

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

Prepare self-chosen musical selection for performance.

Piano Keyboard

Grades 7-12

This course includes beginning, intermediate, and advanced instruction in piano/keyboard technique and music reading.

Learning Goals: Performing and Creating

Develop keyboard methods with proper hand placement, fingering, and pedal technique.

Develop basic reading skills regarding melodic and rhythmic notation.

Learn the function of key and time signatures.

Apply music theory regarding scales and chords.

Recognize and apply expressive symbols to performance.

Demonstrate ability to read a piano score by describing how elements of music are used, and sight-read with increasing skill.

Investigate careers in music fields.

Learning Goals: History and Culture

Study keyboard literature representative of various musical periods and styles.

Classify by genre, style, historical periods, or culture a variety of examples.

Identify sources of American music genres and trace their evolution, citing well-known musicians associated with them.

Learning Goals: Evaluation and Analysis

Develop scale, chord, and arpeggio technique.

Learn appropriate basic keyboard theory.

Analyze aural examples of a varied repertoire of piano music representing diverse genres and cultures by describing the uses of music and expressive devices.

Demonstrate extensive knowledge of music's technical vocabulary.

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

Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

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

Learning Goals: Aesthetic Appreciation

Develop understanding of relationships between music, other arts, and non-arts disciplines.

Explain how elements of imaginations, craftsmanship, unity, variety, repetition, and contrast are used in various ways in all the arts; cite examples,

Compare characteristics of two or more of the arts within a historical period or style, and cite examples from various cultures.

Discuss the significance of the arts and make artistic choices in everyday living; listen to other cultures' and individual' beliefs about the arts, recognizing that people connect many aspects of life through the arts. Recognize that people tend to devalue what they do not understand.

Solo Ensemble

Grades 9-12

This course is open to students who wish to work individually and/or in small groups in all instrumental or vocal capacities.

Learning Goals: Performing and Creating

Gain a working knowledge of voice/instrument through individual performance.

Demonstrate proper solo practice techniques/concentration skills and well-developed ensemble skills.

Perform a large and varied repertoire of literature with expression and technical accuracy at a difficulty level of 3 on a scale of 1-6, including pieces performed from memory.

Perform music written for both solo and ensemble presentation with and without accompaniments.

Improvise stylistically appropriate harmonic, rhythmic, and melodic variations.

Demonstrate ability to read a vocal score or instrumental score (up to four staves), and sight read accurately and expressively at a difficulty level of 3, on a scale of 1-6.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore music from various historical periods.

Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain their classifications.

Identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them.

Identify various roles musicians perform and describe those musicians' activities and achievements.

Learning Goals: Evaluation and Analysis

Set personal goals.

Develop individual discipline.

Learn the fundamentals of music notation: note and rest values, articulations, simple and compound meters, rhythms, dynamics, tempos, note names, time and key signatures, intervals and chord structures.

Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music and expressive devices.

Demonstrate extensive knowledge of the technical vocabulary of music.

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

Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

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

Learning Goals: Aesthetic Appreciation

Recognize aesthetic values of the eras: Renaissance, Baroque, Classical, Romantic, Impressionistic, and Contemporary.

Explain how elements of imagination, craftsmanship, unity, variety, repetition, and contrast are used in various ways in all the arts, and cite examples.

Compare characteristics of two or more of the arts within a historical/cultural period or style and cite examples from various cultures.

Hand bell Choir

Grades 7-12

This course is offered to all students who wish to learn to play hand bells in an ensemble setting. This course is recommended for students who read music and/or have some performance experience.

Learning Goals: Performing and Creating

Develop hand bell techniques: ringing, dampening, shake, thumb damps, martellato, tower swings, weaving, 4-in-hand, etc.

Perform a varied repertoire of hand bell music alone and with others.

Demonstrate ability to read a hand bell score and describe how the elements of music are used.

Perform in scheduled concerts or other musical events.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore various historical, cultural, and pop styles.

Identify periods of history as hand bell use developed, and classify examples.

Learning Goals: Evaluation and Analysis

Demonstrate individual competency in an ensemble setting.

Listen to, analyze, and describe examples of hand bell music.

Evaluate a given musical work in terms of its aesthetic expressive qualities and explain the musical elements used.

Learning Goals: Aesthetic Appreciation

Recognize individual competency in an ensemble setting.

Explain relationships between music and the other arts, describing similarities and distinctions.

Attend various musical events.

Vocal Techniques

Grades 9-12

This course is open to any student who wishes to learn to sing properly. This course concentrates on introducing vocal music through vocalizes, solo, and part-singing.

Learning Goals: Performing and Creating

Develop nuances of music notation, style, and interpretation.

Gain a working knowledge of voice through individual and small ensemble performance.

Demonstrate proper solo practice techniques, concentration skills, and well-developed voice skills.

Study a varied repertoire of literature with expression and technical accuracy at a difficulty level of 2-5 on a scale of 1-6, including pieces performed from memory.

Perform music written for solo presentation with and without accompaniments.

Demonstrate ability to read a vocal score and sight-read accurately and expressively at a difficulty level of 2-4, on a scale of 1-6.

Investigate careers in music fields.

Learning Goals: History and Cultural

Explore a variety of repertoire including examples from each music period: Renaissance, Baroque, Classical, Romantic, and Contemporary.

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

Identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them.

Learning Goals: Evaluation and Analysis

Develop advanced vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Set personal goals.

Develop individual discipline.

Learn the fundamentals of music notation: note and rest values, names, articulations, simple and compound meters and rhythms, dynamics, tempos, time and key signatures, interval and chord structures.

Analyze aural examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of music and expressive devices.

Demonstrate extensive knowledge of the technical vocabulary of music.

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

Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

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

Learning Goals: Aesthetic Appreciation

Develop and maintain an individual practice discipline for self-enrichment.

Recognize aesthetic values of the eras: Renaissance, Baroque, Classical, Romantic, Impressionistic, and Contemporary.

Explain how elements of imagination, craftsmanship, unity, variety, repetition, and contrast are used in various ways in all the arts; cite examples.

Compare characteristics of two or more of the arts within a historical period or style, and cite examples from various cultures.

Attend various musical events.

Mixed Choir

Grades 7-12

This course is an entry-level choir in which students sing together, providing an experience in vocal music.

Learning Goals: Performing and Creating

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

- 1) Sing accurately, with good breath control, posture, enunciation, energy, and vocal placement, alone and in small and large ensembles.
- 2) Sing a variety of choral literature with expression and technical accuracy, at a difficulty level of 2-4 on a scale of 1-6, including songs from memory.
- 3) Sing music representing diverse genres and cultures, with appropriate expression.
- 4) Sing music written in 2-4 parts, with and without accompaniment.
- 5) Demonstrate developing ensemble skills, i.e., balance, blending, following the conductor.

Read and notate music.

- 1) Demonstrate ability to read vocal score of up to four staves by describing how the elements of music are used.
- 2) Read at sight simple melodies in treble and bass clefs at a difficulty level of 2-3, on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Improvise melodies and corresponding simple harmonic, and rhythmic variations.

Develop nuances of music notation, style, and interpretation; also know as following the conductor.

Demonstrate accuracy in part-singing within a small group setting.

Integrate movement within musical performance when appropriate.

Continue development of vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Develop individual competency in an ensemble setting.

Perform in scheduled concerts, festivals, and other musical events.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore a variety of repertoire including examples from each music period: Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary.

Understand relationships between music, the other arts, and disciplines outside the arts.

Compare how characteristics of various arts are used in similar and distinctive ways in many world cultures.

Describe distinctive characteristics of a repertoire of music genres and styles from a variety of cultures.

Learning Goals: Evaluation and Analysis

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music by describing the uses of musical elements.

Develop criteria for making informed, critical evaluations of performances and compositions, and apply criteria in personal participation in music.

Demonstrate proper vocal care and avoidance of vocal abuse.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Recognize individual competency in an ensemble setting.

Research various world cultures and the functions of their music.

Attend various musical events.

Concert Choir

Grades 9-12

This course is an upper level choir in which students demonstrate more precise response to vocalization and interpretation of music.

Learning Goals: Performing and Creating

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

- 1) Sing accurately, with good breath control, posture, enunciation, energy, and vocal placement, alone and in small and large ensembles.
- 2) Sing a variety of choral literature with expression and technical accuracy, at a difficulty level of 4 on a scale of 1-6, including songs from memory.
- 3) Sing music representing diverse genres and cultures, with appropriate expression.
- 4) Sing music written in 4 or more parts, with and without accompaniment.
- 5) Demonstrate well-developed ensemble skills.

Read and notate music.

- 1) Demonstrate ability to read vocal score of up to four staves by describing how the elements of music are used.
- 2) Read at sight simple melodies in treble and bass clefs at a difficulty level of 2 or 3 on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Compose and arrange music within specified guidelines.

- 1) Compose short songs demonstrating elements of music in unity.
- 2) Arrange music for voices differently than originally written.

Improvise melodies and variations.

- 1) Improvise simple melodic, harmonic, and rhythmic variations in major pentatonic keys.

Develop individual competency in an ensemble setting.

Develop vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Perform in scheduled concerts, festivals, and other musical events.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore a variety of repertoire including examples from each music period: Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary.

Understand relationship between music, the other arts, and disciplines outside the arts.

Compare how characteristics of various arts are used in similar and distinctive ways in world cultures.

Describe distinctive characteristics of a wide repertoire of music genres and styles from a variety of cultures.

Learning Goals: Evaluation and Analysis

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music by describing the uses of music elements.

Develop criteria for making informed, critical evaluations of performances and compositions, and apply criteria in personal participation in music.

Demonstrate proper vocal care and avoidance of vocal abuse.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Recognize individual competency in an ensemble setting.

Research various world cultures and the functions of their music.

Attend various musical events.

Chamber Choir

Grades 9-12

This course is designed for choir members who exhibit a higher level of vocal precision. Student performers will explore a wide variety of historical and current musical styles in a small ensemble setting.

Learning Goals: Performing and Creating

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

- 1) Sing accurately, with good breath control, posture, enunciation, energy, and vocal placement, alone and in ensembles.
- 2) Sing a variety of choral literature with expression and technical accuracy, at a difficulty level of up to 4-5 on a scale of 1-6, including songs from memory.
- 3) Sing music representing diverse genres and cultures, with appropriate expression.
- 4) Sing music written in 4-8 parts, with and without accompaniment.
- 5) Demonstrate well-developed ensemble skills.

Read and notate music.

- 1) Demonstrate ability to read vocal score of up to four staves by describing how the elements of music are used.
- 2) Read at sight simple melodies in treble and bass clefs at a difficulty level of 4 on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Develop nuances of music notation, style, and interpretation.

Demonstrate accuracy in part singing within a small group setting.

Develop advanced vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Develop individual competency in an ensemble setting.

Perform in scheduled concerts, festivals, and other musical events.

Investigate careers in the music field.

Learning Goals: History and Culture

Explore a variety of repertoire including examples from each music period: Medieval, Renaissance, Baroque, Classical, Romantic, and Contemporary.

Understand relationship between music, the other arts, and disciplines outside the arts.

Compare how characteristics of various arts are used in similar and distinctive ways in world cultures.

Describe distinctive characteristics of a wide repertoire of music genres and styles from a variety of cultures.

Learning Goals: Evaluation and Analysis

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music by describing the uses of musical elements.

Develop criteria for making informed, critical evaluations of performances and compositions, and apply criteria in personal participation in music.

Demonstrate proper vocal care and avoidance of vocal abuse.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

b. Recognize individual competency in an ensemble setting.

c. Research various world cultures and the functions of their music.

d. Attend various musical events.

Madrigal Choir

Grades 9-12

This course is available to choir members who exhibit a high level of vocal precision. Student performers will explore a variety of 16th and 17th century music.

Learning Goals: Performing and Creating

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

- 1) Sing accurately, with good breath control, posture, enunciation, energy, and vocal placement, alone and in ensembles.
- 2) Sing a variety of choral literature with expression and technical accuracy, at a level of difficulty up to 4-5 on a scale of 1-6, including songs from memory.
- 3) Sing music representing diverse genres and cultures with appropriate expression.
- 4) Sing music written in 4-8 parts, with and without accompaniment.
- 5) Demonstrate well-developed ensemble skills.

Read and notate music.

- 1) Demonstrate ability to read vocal score of up to four staves by describing how the elements of music are used.
- 2) Read at sight simple melodies in treble and bass clefs at a difficulty level of 4, on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Compose and arrange music within specified guidelines.

- 1) Compose short songs demonstrating elements of music in unity.
- 2) Arrange music for voices differently than originally written.

Improvise melodies and variations.

- 1) Improvise simple melodic, harmonic, and rhythmic variations in major pentatonic keys.

Develop nuances of music notation, style, and interpretation.

Demonstrate accuracy in part singing within a small group setting.

Develop advanced vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Develop individual competency in an ensemble setting.

Perform in scheduled concerts, festivals, and other musical events.

Investigate careers in music fields.

Learning Goals: History and Culture

Explore a variety of repertoire including examples from each music period: Renaissance and early Baroque.

Understand relationship between music, the other arts, and disciplines outside the arts.

Compare how characteristics of various arts, i.e., art, architecture, etc., are used in similar and distinctive ways in world cultures.

Describe distinctive characteristic of Madrigal repertoire from a variety of cultures.

Learning Goals: Evaluation and Analysis

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music by describing the uses of musical elements.

Develop criteria for making informed, critical evaluations of performances and compositions, and apply criteria in personal participation in music.

Demonstrate proper vocal care and avoidance of vocal abuse.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Recognize individual competency in an ensemble setting.

Research various world cultures and the functions of their music.

Attend various musical events.

Jazz Swing Show Choir

Grades 9-12

This course is offered to choir members who exhibit a high level of vocal precision. Student performers will explore a variety of musical styles.

Learning Goals: Performing and Creating

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

- 1) Sing accurately, with good breath control, posture, enunciation, energy, and vocal placement, alone and in ensembles.
- 2) Sing a variety of pop/jazz choral literature with expression and technical accuracy, at a difficulty level of 4-5 on a scale of 1-6, including songs from memory.
- 3) Sing music representing diverse genres and cultures, with appropriate expression.
- 4) Sing music written in 4-8 parts, with and without accompaniment.
- 5) Demonstrate well-developed ensemble skills.

Read and notate music.

- 1) Demonstrate ability to read vocal score of up to four staves by describing how the elements of music are used.
- 2) Read at sight simple melodies in treble and bass clefs at a difficulty level of 4, on a scale of 1-6.
- 3) Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

Compose and arrange music within specified guidelines.

- 1) Compose short songs demonstrating elements of music in unity.
- 2) Arrange music for voices other than originally written.

Improvise melodies and variations.

- 1) Improvise simple melodic, harmonic, and rhythmic variations in major pentatonic keys.

Develop nuances of music notation, style, and interpretation.

Demonstrate accuracy in part singing within a small group setting.

Integrate dance and other movement within musical performance.

Develop advanced vocal techniques: pitch matching, interval study, scales, diction, enunciation, and breath control.

Develop individual competency in an ensemble setting.

Perform in scheduled concerts, festivals, and other musical events.

Investigate careers in music fields.

Learning Goals: History and Cultural

Explore a variety of repertoire within the jazz/swing/show choir genre.

Understand the relationship between music, the other arts, and disciplines outside the arts.

Describe distinctive characteristics of pop/jazz from a variety of cultures.

Learning Goals: Evaluation and Analysis

Listen to, analyze, and describe music.

Analyze aural examples of a varied repertoire of music by describing the uses of elements of music.

Develop criteria for making informed, critical evaluations of performances and compositions, and apply criteria in personal participation in music.

Demonstrate proper vocal care and avoidance of vocal abuse.

Learning Goals: Aesthetic Perception

Develop and maintain an individual practice discipline for self-enrichment.

Recognize individual competency in an ensemble setting.

Research various world cultures and the functions of their music.

Attend various musical events.