

# **MUSIC**

## **A K-12 Curriculum Guide**

**Avon Public Schools  
Avon, CT**

# Table of Contents

	<u>Pages</u>
<b>INTRODUCTION</b>	<b>3</b>
<b>PROGRAM COMPONENTS AND FRAMEWORK</b>	<b>4</b>
<b>PHILOSOPHY</b>	<b>6</b>
<b>CLASSROOM ENVIRONMENT</b>	<b>7</b>
<b>GROUPING STATEMENT K-12</b>	<b>9</b>
<b>PROGRAM SUPPORT AND CELEBRATION</b>	<b>11</b>
<b>EVALUATION STATEMENT</b>	<b>14</b>
<b>GOALS</b>	<b>17</b>
<b>PROGRAM DESCRIPTIONS/LEARNER OUTCOMES</b>	
<b>K-4 PROGRAM DESCRIPTIONS</b>	<b>18</b>
Grade K Learner Outcomes	<b>20</b>
Grade 1 Learner Outcomes	<b>28</b>
Grade 2 Learner Outcomes	<b>36</b>
Grade 3 Learner Outcomes	<b>44</b>
Grade 4 Learner Outcomes	<b>53</b>
<b>5-6 PROGRAM DESCRIPTIONS</b>	<b>61</b>
Grade 5 Learner Outcomes	<b>64</b>
Grade 6 Learner Outcomes	<b>72</b>
<b>7-8 PROGRAM DESCRIPTIONS</b>	<b>81</b>
Grades 7-8 Learner Outcomes	<b>85</b>
<b>9-12 COURSE DESCRIPTIONS/LEARNER OUTCOMES</b>	<b>97</b>
Concert Band	<b>98</b>
Wind Ensemble	<b>107</b>
Concert Choir	<b>116</b>
Chamber Choir	<b>125</b>
Women's Choir	<b>134</b>
Music Theory	<b>143</b>
Music Spectrum	<b>153</b>
<b>APPENDICES</b>	<b>161</b>

## INTRODUCTION

The music curriculum has been developed for the Avon Public School system from the National Standards for Arts Education, which are defined as Dance, Music, Theatre and Visual Arts. These National Standards for music were developed by the Music Educators National Conference to reflect a national consensus of the views of organizations and individuals representing educators, parents, artists, professional associations in education and in the arts, public and private educational institutions, philanthropic organizations, and leaders from government, labor and business.

The music curriculum for the Avon Public School system reflects research and best practices, and will support and assist Avon music teachers and administrators in the carrying out of a comprehensive K-12 music program.

The components identified in this guide will assist music teachers in designing music lessons and activities that will give each student the opportunity to meet content, performance and achievement standards based on a sound philosophy and challenging but achievable goals.

It is intended to give music teachers a flexible guideline in the design and delivery of a music program that is relevant, planned ongoing and systematic. It will also allow the interested observer to view and understand student achievement and progress at any level and at any time during the school year.

The Music Curriculum Guide Committee members include:

Pine Grove School:	Jane Cowdrey
Roaring Brook School:	Kristine Boswell Paul Johnson
Thompson Brook School:	Carl Sauerbrunn Anthony DiGrazia
Avon Middle School:	Donald Fantozzi Robert Lovendale Thomas Kawiecki
Avon High School:	David Winer Jacquelyn Pruet Nathaniel Strick
Director:	Leonard Fenelon

## **PROGRAM COMPONENTS AND FRAMEWORK**

All of the curriculum guides developed for the Avon Public Schools will include the following components:

### Philosophy

An effective curriculum design needs to incorporate a philosophy, a statement of beliefs. The philosophy in any given discipline or subject area reflects national trends based on research and effective practice. It also incorporates the local school districts' beliefs regarding content area. Seminal pieces of literature, research studies, curriculum and assessment frameworks are referenced. An effective philosophy mirrors a vision statement and prepares the system to meet the needs of its students for 2000 and beyond.

### Classroom Environment Statement

The classroom environment statement addresses the ambiance in which the students work. It is an environment, which supports and facilitates growth in a given discipline. It describes the classroom in which a student's desire to want to learn to do more in the given discipline is nurtured.

### Grouping Statement

The grouping statement refers to the way students are assembled so that a quality curriculum can be delivered most appropriately.

### Program Support and Celebration

The program support and celebration statement addresses how the core program is supported outside of the regular classroom activities. It addresses the availability of extracurricular activities that are designed to enhance a student's knowledge, competencies, and strategies in a subject area.

### Program Implementation

The implementation section of each curriculum guide will be completed as teachers begin to utilize their subject area design. Teachers, as they use the guide, will be asked to submit sample lesson plans, which are aligned or illustrative of student objectives/learner outcomes previously agreed upon during the curriculum development process.

### Evaluation Statement

The evaluation addresses the effectiveness of the program from a student performance stance. The effectiveness of the designated curriculum is determined by whether the student is gaining facility or gaining progress in a given subject area. Both formative (ongoing) and summative assessments are referenced in order to determine if students are becoming more proficient in the discipline.

### Goals

Goals address what students should know and be able to do after experiencing quality curriculum in grades K-12. Connecticut's Common Core of Learning (1998), indicates that all educated citizens must possess a core of basic enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. Goals, which are established for each discipline, explain what those given competencies are in the designated discipline.

### Learner Outcomes / Assessments

Outcomes are the enabling skills at each grade level, which once mastered, empower the student to move towards attainment of the stated goals. Classroom activities and/or student exhibitions will correspond with the stated outcomes and serve as daily ongoing assessments.

### Appendices

The appendices contain strategies, resource material, and other reference material to assist the teachers in the implementation of the curriculum and to assist students in learning the information presented.

## PHILOSOPHY



Music is a unique form of aesthetic expression and is an essential component of the education of all students. It is an integral part of the humanities which links us to and enhances our understanding of the human experience. The discipline of music allows students to express themselves artistically through the process of creating, responding and performance.



## **CLASSROOM ENVIRONMENT MUSIC K-12**

Avon students experience classroom environments which provide meaningful opportunities for reading, writing, listening, speaking, and viewing. In this caring learning community, students are encouraged to explore ideas which enable them to understand themselves and the world around them.

The Avon classroom environment respects the unique contributions of each individual and encourages partnership in the learning process.

Music classrooms are stimulating and creative. They include a variety of developmentally appropriate practices such as, but not limited to:

- Direct instruction
- Discussion
- Interactive activities
- Small and large groups
- Independent work
- Guided reading and writing
- Use of technology as a tool for learning
- Effective questioning techniques
- Guided listening and responding
- Improvisation
- Classroom performances
- Self-evaluations

Students frequently participate in the following activities:

- Study and performance of music from a variety of genre and diverse cultural, social, and historical perspectives.
- Preparing, participating in and reflecting on musical performances for a variety of purposes and audiences.

As the students progress through the grade levels the sophistication of repertoire and literature increases to meet student progress and development.

In the music classroom students are encouraged to make choices and to take risks in order to grow into responsible and self-directed learners. Students have opportunities to accomplish their own purposes and to engage in meaningful service and work in their communities.

In order for classroom instruction in music to be successfully delivered, appropriate large and small group environments must be provided. In addition, well-designed spaces for performance are an integral part of presentation, highly effecting student motivation, as well as public and administrative perception and support.

1. Classrooms should be an average of 25 square feet per student, with a blackboard or dry erase board, appropriate ceiling height for sound levels and resonance. Rooms should be equipped with age-appropriate chairs, music stands, piano, electrical outlets, computer “drops”, audio and video playing and recording equipment.
2. Large and small group spaces should be acoustically treated to contain sound within teaching environment, prevent extraneous sounds from entering and provide appropriate levels of sound resonance – one to two seconds. Heating and cooling ventilation systems should be nearly silent as to not interfere with hearing and listening. So named small spaces should include a piano for small group rehearsals.
3. Performance spaces should be of appropriate size and acoustics to enhance the sound of performing groups – a proper space should have a resonance factor of two to three seconds. Heating and cooling ventilation should be nearly silent as to not interfere with hearing and listening. Standard equipment for performance spaces should include both band and choral risers which are portable and store easily as well as appropriate lighting for rehearsals and performances.
4. Offices for faculty should be of sufficient size to double as teaching studios, private meeting places with parents and / or students, and should have adequate telephone and computer facilities necessary to administer active music programs.
5. Storage and working space for music library functions, separate from student space and faculty office space, should be available in each school.
6. Storage areas for individual student instruments, school owned instruments, uniforms, choral concert attire, risers, acoustic shells, and other related equipment should be available in the vicinity of where the equipment is used.
7. A music technology classroom, equipped with computers, MIDI keyboards and software, should be available in all schools.

## **GROUPING STATEMENT K-12**

### **Grades K-6**

#### General Music

Students attend general music classes in grades K-6 by heterogeneous regular classrooms. A mixture of students with a variety of scholastic and musical abilities along with special needs students are all within a typical classroom of general music.

#### Instrumental

All students in grades K-6 are given instrumental instruction as part of their general music lessons. Classroom instruments include tambourine, triangle, drums, xylophone, glockenspiel, quiro, finger cymbals, rhythm sticks, woodblock, and maracas.

All grade three and four students are given recorder instruction. Additional performance opportunities are offered to those students who wish to participate in a "Recorder Ensemble".

Grade 4 students are given the opportunity to take a string instrument. Lessons are taught in groups of like instruments and similar ability. Orchestra ensemble rehearsals include all instruments. All string students take part in a town-wide string performance 1 or 2 times per year. Additional chamber groups are by audition.

#### Chorus

All students in grades four, five and six participate in grade level choruses.

### **Grades 5-6**

Instrumental band lessons for grades five and six are taught in groups of like instruments by similar ability. Band rehearsals include all members of each specific grade. Additional ensembles, such as Jazz Band, are by audition.

### **Grades 7-8**

#### Instrumental

Band sectionals are divided into groups of woodwinds or brass and percussion. Lessons are taught by groups of like instruments by similar ability. Band rehearsals consist of all members of each specific grade. Additional ensembles, such as String Ensemble, Jazz Band, Woodwind, Brass, are by audition.

#### Chorus

Chorus students are grouped by grade level. Interested students can elect to participate with no audition process. Additional performance opportunities, such as Arioso Choir and solo work, are by audition.

### General Music

General Music is part of a required host of arts classes offered at Avon Middle School. Students who do not participate in Band and Chorus are placed in General Music as their course requirement.

### Piano

Piano students are grouped together by grade level. Interested students can elect piano class with varying levels of experience. Currently beginner and advanced students are in the same classes. Ideally the implementation of an intermediate and separate advanced piano class would service the students more effectively.

## **Grades 9-12**

All music courses at Avon High School are elective courses and are available to all students. While the large band ensembles are available to the entire student body (with appropriate playing experience), enrollment in the Concert Band and the Wind Ensemble is delineated by grade level, not by playing ability.

Concert Band and Wind Ensemble are Phase 6 or 7 courses. Phase 7 is available to students who meet one or more of the following criteria:

- 1) Students who undertake private study on their band instrument with an approved teacher.
- 2) Students who prepare for and take the auditions for Regional and / or All-State.
- 3) Students who participate in approved music groups outside of school (i.e. Greater Hartford Youth Wind Ensemble, Connecticut Youth Symphony)
- 4) Students who audition for Phase 7 by satisfactorily preparing a solo of at least grade 4 level of difficulty. The teacher can assist students with the selection of solo.

The Jazz Ensemble is available to any who wish a jazz experience, and is not limited by audition. However, Jazz Ensemble members must also be members of the large band ensembles (with the exception of some rhythm section instruments). It is suggested that theory classes be limited to a maximum of fifteen students, due to the creative and interpretive nature of the learning and product. The Concert Choir (two sections) is available to all students regardless of ability level. Membership in the Chamber Choir and the Women's Choir are limited to grades 10-12 (rare exceptions are made for grade 9) and are by audition only. Students audition in the spring for the following year. Students that play a string instrument may participate in chamber ensemble.

## Program Support and Celebration Statement (K-12)

### Grades K-6

The students will seek art experiences and participate in the artistic life of the school and community. This goal is met through the following activities.

- Inside and outside performances during the holiday season.
- Staff development day
- Local health care centers
- Field days
- Music week
- Open house
- Local nursery school concerts
- Last day of school concert
- Participation in Avon Community Band
- Instrument demonstration for students and parents
- Concerts for senior citizens
- Performance at local grade five festival
- Music performance groups available to students are Fourth Grade Chorus, Fourth Grade Recorder Ensemble, Fifth Grade Chorus, Fifth Grade Band, Woodwind, Brass and Percussion Ensembles, Sixth Grade Chorus, Band, and Ensembles
- All fourth graders perform twice a year. The Winter Concert includes a variety of choral music for beginning chorus as well as opportunities for students for perform in a Recorder Ensemble and for students who study privately. The Spring Musical with the support of the Enrichment Department and fourth grade classroom teachers offers students opportunities to explore theater and dance as well as music.
- All 5<sup>th</sup> and 6<sup>th</sup> grade students perform at least twice a year. The Winter Musical, with the support of Enrichment teachers, extends beyond the classroom, and, like the 4<sup>th</sup> grade musical, combines the disciplines of dance, theater and music. The Spring Concert includes a variety of full choral and concert band selections.
- School assemblies recognized as “Town Meetings” offer students in grades K-6 the opportunity to perform individually or in small groups through an audition process that recognizes individual achievement, musical ability and creativity. A school song, composed by Pine Grove students, faculty and parents, is sung at these assemblies which are held about five times throughout the school year, often with a them or near a holiday.
- Small ensembles or classrooms perform for each other or for other grade levels. Also, 4<sup>th</sup> and 5<sup>th</sup> grade students may form a “special chorus” to perform at specific school events or within the community.
- P.T.O. cultural performances are scheduled during the year for students in grades K-6.

- Instrumental demonstrations and performances by the high school band are given annually for all students.
- Music and drama enrichment programs and instrumental lessons are offered to students as part of Avon's summer program.
- District wide string concert in June.

### **Avon Middle School – 7-8**

- Music performance groups available to students are: 7<sup>th</sup> grade chorus, 8<sup>th</sup> grade chorus, 7<sup>th</sup> grade band, and 8<sup>th</sup> grade band. Auditioned groups and select ensembles include Arioso Choir, 7<sup>th</sup> grade jazz band, 8<sup>th</sup> grade jazz band, woodwind ensemble, brass choir, wind ensemble, and string ensemble.
- The Music Department organizes or participates in a wide variety of events. The large bands and choruses perform two major concerts per year. The smaller ensembles perform at a variety of venues throughout the school year.
- Winter and Spring concert performances, Ensemble Night, Evening with the Arts. Senior center performances with the Drama Department.
- High School Madrigal Dinner and Party & Jazz Nights, school dances, 8<sup>th</sup> grade Class Night, Coffee House, Spring Outdoor Concert, seasonal performances for the school, and music for school lunch programs.
- Instrument demonstrations and performances for the elementary schools
- Interdisciplinary support, State assessment projects, exchange concerts with other school districts, seasonal performances at various retail outlets and for civic organizations, collaboration with professional arts organizations, such as the Hartford Symphony.
- Participation at CMEA Northern Region Festivals, ASBDA Festivals, ACDA Festivals, and performances at professional conferences.
- Summer Music enrichment programs, Summer Drama programs.
- District wide string concert in June.

### **Avon High School – 9-12**

- Fall, winter, spring concerts
- Madrigal Dinner (3 nights in December)
- ACDA (American Choral Directors Association) State Fall Festival Honor Chair
- ACDA Easter Division and National Conference Honor Choirs participation
- Northern Region Music Festival

- All State Music Festival
- Private study at The Hartt School and with local teachers
- Bi-annual European exchange trip
- Carnegie Hall concert appearances (twice)
- International Polychoral Festival (Montreal)
- Friends of Avon Band and Choir (ABC) parent support group
- Senior Choral Awards and Certificates
- AHS Music Department Recordings available on CD
- Holiday parties vocal ensembles
- Grammy Signature School Awards
- Four major instrumental concerts per year
- Party'N'Jazz
- Home football games
- Memorial Day parade
- Graduation
- School tour
- Santa Band
- American School Band Directors Association Honors Band Festival
- Large and Small Ensemble Adjudication Festival
- Greater Hartford Youth Wind Ensemble
- Connecticut Youth Symphony
- Farmington Valley Symphony Orchestra
- Trips to Europe and regional destinations
- American Musical Foundation Awards
- Senior Band Awards & Certificates
- MENC Regional & National honors ensembles
- District wide string concert in June

## EVALUATION STATEMENT

The music program in Avon is continually evaluated by focusing on how well it provides experiences in creating, performing, listening to, and analyzing music, in addition to concentrating on its specific subject matter. Also included are learning experiences designed to develop the ability to read music, use the notation and terminology of music, describe music, make informed evaluations concerning music, and understand music and music practices in relation to history and culture and to other disciplines in the curriculum.

### **Grades K-6 General / Vocal**

Students in grades K-6 are assessed through rubric scoring, self-evaluations, four-year portfolios, audio and video recordings, class discussions, activity sheets, interactive reviews, classroom performance, and both teacher prepared and standardized testing. Conferences are held twice a year for parents and teachers to further discuss the musical growth and individual achievements of students.

### **Grade 5, 6 Instrumental**

Grade 6 instrumental students will be evaluated visually and aurally in the practice and performance of their individual instruments. Visually, they will be evaluated on posture, position, breathing, embouchure, etc. Aurally, they will be evaluated on tone quality, melodic and rhythmic precision, and stylistic accuracy through their lesson books, texts, scales, and performance music. Their music literary skills and performance techniques will be constantly monitored by use of formal and informal assessment tools and procedures. Teacher comments and feedback on student performance will be the most common form of evaluation, with the periodic administration of an assortment of assessment scales and rubrics. Students will also be responsible for monitoring their individual progress through practice charts, and their ensemble progress through rehearsal discussion and performance evaluations in aural and written formats.

### **Grade 7 Instrumental**

Grade 7 instrumental students will be evaluated visually and aurally in the practice and performance of their individual instruments. Visually, they will be evaluated on posture, position, breathing, embouchure, etc. Aurally, they will be evaluated on tone quality, melodic and rhythmic accuracy, and stylistic accuracy through their lesson books, texts, scales, and performance music. Their music literacy skills and performance techniques will be constantly monitored by use of formal and informal assessment tools and procedures. Teacher comments and feedback on student performance will be the most common form of evaluation, with the periodic administration of an assortment of assessment scales and rubrics. Peer and self assessment become important components in the evaluation procedure as students gain a higher degree of musical sophistication. Individual and ensemble performances will be analyzed by students using musical terminology in both oral and written formats.

## **Grade 8 Instrumental**

Grade 8 instrumental students will be evaluated visually and aurally in the practice and performance of their individual instruments. Visually, they will be evaluated on posture, position, breathing, embouchure, etc. Aurally, they will be evaluated on tone quality, melodic and rhythmic accuracy, and stylistic accuracy through their lesson books, texts, scales, and performance music. Their music literacy skills and performance techniques will be constantly monitored by use of formal and informal assessment tools and procedures. Teacher comments and feedback on student performance will be the most common form of evaluation, with the periodic administration of an assortment of assessment scales and rubrics. Peer and self assessment serve as the most significant form of evaluation as students become more discriminating in their musical judgement. Students should be able to discuss and evaluate, in an oral and written format, all of the musical elements using appropriate terminology. In addition to assessing technical performance, students should be able to relate music and musical styles in a historical context.

## **Grades 9-12 Concert Band**

Students in Concert Band must have appropriate instruments and related equipment, in good working condition. Weekly home practice/study of 120 minutes is required. Music folios are maintained by each student, containing all music currently studied, and are available during class time for study and note-taking, and for home study of appropriate musical concepts and details. Ninth and tenth graders (who do not study privately) are required to participate in and record progress from weekly Band Individual Performance Assessments (BIPAs), either in person or on cassette tape. All students perform quarterly scale and arpeggio exams.

## **Grades 9-12 Wind Ensemble**

Students in Wind Ensemble must have appropriate instruments and related equipment, in good working condition. Weekly home practice/study of 120 minutes is required. Music folios are maintained by each student, containing all music currently studied, and are available during class time for study and note-taking, and for home study of appropriate musical concepts and details. Eleventh graders (who do not study privately) are required to participate in and record progress from weekly Band Individual Performance Assessments (BIPAs), either in person or on cassette tape. All students perform quarterly scale and arpeggio exams, in person or via tape.

Students in Concert Band and Wind Ensemble will be assessed through daily rehearsal questioning and performance, weekly BIPA sessions and tapes, quarterly scale and arpeggio assessment rubrics, concert/performance assessment rubrics, formal concerts, Party'N'Jazz ensembles, Santa Band, Tri-M performances, football game performances, religious affiliation music participation, and other performance opportunities, formal concert attendance, field trips to concerts, visiting conductors,

performers, clinicians, and participation in Memorial Day Parade, Graduation, ASBDA Honors Band and Adjudication Festivals, Northern Region and All-State Festivals.

### **Grades 9-12 Music Spectrum**

Students in Music Spectrum will be assessed through daily homework, worksheets, tests, quizzes, supplemental creative assignments, concert reviews, group / individual projects, listening guide rubrics, and informal class discussions. Students are given regular homework assignments that evaluate their listening skills and subject knowledge. Periodic tests and projects are also used to measure student achievement.

### **Grades 9-12 Music Theory**

Students in Music Theory will be assessed through daily homework and worksheets, ear training exercises, notation/dictation exercises, tests, quizzes, supplemental creative assignments, in-class dictation, final composition project, concert attendance, programs, reviews, and class discussion. Students will have regular worksheets, periodic exams which will be both written and oral, and will be required to produce a final project which will demonstrate a synthesis and mastery of the class material.

## **GOALS**

- I. Demonstrate the art of reading and interpreting music notation.**
- II. Perform music independently and with others.**
- III. Describe, analyze and create music.**
- IV. Evaluate music by using critical thinking and listening skills.**
- V. Demonstrate a knowledge of music history and cultural heritage.**
- VI. Participate in cultural and musical life of the community. – celebration and manifestation of learning**

# **K-4 PROGRAM DESCRIPTIONS**

## **PROGRAM DESCRIPTIONS**

### **K-4**

#### **General Music – Grades K-4 (Course)**

The General Music program for all students begins in Kindergarten with the introduction of music history appreciation and musical skill development in the areas of posture, tone breathing, ear training (listening), diction, rhythm and range.

Music literacy and composition are introduced in Grade 3. The program focuses on developing an increasing level of understanding and performance in music content and skill development. All students are given instrument instruction in their general music classes. Instruments include tambourines, triangle, drums, xylophone, glockenspiel, finger cymbals, rhythm sticks, wood blocks, maracas and recorders.

#### **Recorder Ensemble – Grades 3 & 4 (Performance Group)**

All students are given recorder instruction in Grades 3 and 4. This performance group opportunity is offered for motivated students who wish to develop their skills on this instrument.

#### **Chorus – Grade 4 (Performance Group)**

Grade 4 students are introduced to formal ensemble singing. Meeting once a week, this choral experience compliments the general music program and develops performance skills and is showcased in two major concert performances during the year.

#### **Instrumental Music: Strings – Grade 4 (Course/Performance Group)**

Grade 4 students are offered instruction on violin or cello. Two half-hour lessons, of no more than 4 students on the same instrument are scheduled each week. In addition, the string ensemble meets in each school once a week. Parents are encouraged to become involved by attending individual lessons. All string students participate in a town wide string concert in June.

# **GRADE K LEARNER OUTCOMES**

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**  
**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read music</p> <p>1.2 notate music</p> <p>1.3 interpret music</p>	<p><i>The student will be able to:</i></p> <p>a. <i>point to pictures when following a steady beat</i>  b. <i>follow simple graphic symbols to identify pitch and rhythm</i></p> <p>a. <i>draw simple graphic symbols to identify pitch and rhythm</i></p> <p>a. <i>tap the steady beat of known and unknown songs</i>  b. <i>clap the melodic rhythm of familiar songs</i>  c. <i>use hand movements to demonstrate higher and lower pitch</i>  d. <i>determine appropriate tempos when performing melodies and rhymes</i></p>

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing alone and with others a varied repertoire of music</p> <p>2.2 perform on instruments alone and with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. discriminate between the speaking voice and the singing voice</p> <p>b. stand and sit with correct choral posture</p> <p>c. explore the process of matching pitch</p> <p>d. echo short melodic patterns</p> <p>e. perform to call and response phrases</p> <p>f. follow a conductor when performing</p> <p>g. demonstrate a steady beat and accurate rhythm when performing simple songs or poems</p> <p>h. perform from memory a variety of short songs</p> <p>i. play singing games which involve cooperation and following directions</p> <p>a. play a steady beat on a classroom instrument while listening to a selected work</p> <p>b. demonstrate the melodic rhythm of a known song on a percussion instrument</p> <p>c. use tonal instruments to show ascending and descending musical direction</p>

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe music</p> <p>3.2 analyze music</p> <p>3.3 create music</p>	<p><i>The student will be able to:</i></p> <p>a. <i>discuss the expressive qualities of songs, rhymes and chants</i></p> <p>b. <i>recognize differences in mood and emotion</i></p> <p>c. <i>identify tone colors from a variety of classroom instruments</i></p> <p>d. <i>distinguish between selected orchestral instruments visually and aurally</i></p> <p>a. <i>recognize sounds as the same or different, short or long, loud or soft, fast or slow and high or low</i></p> <p>b. <i>answer questions about musical stories</i></p> <p>a. <i>improvise melodic phrases and rhythms</i></p> <p>b. <i>dramatize songs using finger plays and action to encourage imagination and creativity</i></p>

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <p>a. discuss criteria for expressive singing and instrumental performance</p> <p>b. analyze both solo and group performances based upon established criteria</p>

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and culture</p>	<p><i>The student will be able to:</i></p> <p>a. <i>listen to children’s literature for rhythm, beat and form</i></p> <p>b. <i>perform simple circle games and dances</i></p> <p>c. <i>recognize a ballet as a story told through dance</i></p> <p>d. <i>compare the relative size of an instrument to its ability to produce higher or lower pitch</i></p> <p>a. <i>experience a variety of folk music through songs and dance</i></p> <p>b. <i>perform holiday songs, dances and games that illustrate the history and traditions of other cultures</i></p>

## Student Learner Outcomes

As a result of education in grade K, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**  
**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. transfer knowledge of musical skills to an understanding of a variety of performances both within and outside the school community</p>

## Kindergarten Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
Garden of Song – Heritage Music	Grade level appropriate recordings
World of Music – Silver Burdett	The Book of Simple Songs and Circles - John Feierabend
Share the Music – McGraw/Hill	Personal song collection
First Steps in Music – John M. Feierabend	

# **GRADE 1 LEARNER OUTCOMES**

## Student Learner Outcomes

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read music</p> <p>1.2 notate music</p> <p>1.3 interpret music</p> <p>1.4 use a variety of technological media i.e., computer, audio-video</p>	<p><i>The student will be able to:</i></p> <p>a. perform simple rhythmic patterns from traditional notation</p> <p>b. perform simple melodic patterns using solfegge abbreviations</p> <p>a. write simple rhythmic patterns using traditional notation</p> <p>b. write simple melodic patterns using solfegge abbreviations</p> <p>a. move to the steady beat of known and unknown songs</p> <p>b. clap the melodic rhythm of familiar songs</p> <p>c. demonstrate movement of pitch within known and unknown songs</p> <p>d. determine appropriate tempos and dynamics when performing melodies and rhymes</p> <p>a. supplement classroom instruction to meet music competencies</p>

## Student Learner Outcomes

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**  
**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing alone a varied repertoire of music</p> <p>2.2 sing with others a varied repertoire of music</p> <p>2.3 perform on instruments alone and with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. discriminate between the speaking voice and the singing voice</p> <p>b. stand and sit with correct choral posture</p> <p>c. continue the process of matching pitch</p> <p>d. echo melodic phrases</p> <p>e. improvise call and response phrases</p> <p>f. demonstrate a steady beat and accurate rhythm when performing simple songs or poems</p> <p>g. perform from memory simple pentatonic songs</p> <p>a. follow a conductor when performing</p> <p>b. play singing games which include cooperation and following directions</p> <p>c. perform a melody when piano accompaniment is added to a familiar song</p> <p>a. use classroom instruments to accompany familiar songs</p> <p>b. use classroom instruments to demonstrate original compositions for rhythm bands</p>

**Student Learner O**

Grade 1

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe music</p> <p>3.2 analyze music</p> <p>3.3 create music</p> <p>3.4 use a variety of technological media i.e., computer, audio-video, etc.</p>	<p><i>The student will be able to:</i></p> <p>a. identify the beat, rhythm and phrases of selected songs</p> <p>b. distinguish between tone qualities of the human voice</p> <p>c. discuss how tempo and dynamics are used to express emotion in music</p> <p>d. identify common orchestral instruments visually and aurally</p> <p>e. identify the letters used in the music alphabet as a pattern</p> <p>f. recognize a melody as pitch and rhythm put together</p> <p>g. recognize a group of singers as a chorus</p> <p>a. discriminate between like and unlike phrases</p> <p>b. listen to and retell musical stories from orchestral literature</p> <p>c. recognize music with and without accompaniment</p> <p>d. describe music as loud, soft or fast, slow</p> <p>e. identify eight tones moving from low to high or high to low as a scale</p> <p>a. compose simple rhythmic patterns</p> <p>b. compose simple melodic patterns</p> <p>c. improvise melodic phrases and rhythms</p> <p>a. supplement classroom instruction to meet music competencies</p>

## Student Learner Outcomes

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**  
**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <p>a. <i>discuss criteria for expressive singing and instrumental performance</i></p> <p>b. <i>analyze both solo and group performances based upon established criteria</i></p>

## Student Learner Outcomes

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and cultures</p> <p>5.3 use a variety of technological media i.e., computer, audio-video, etc.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>move to music in a variety of ways to express mood, beat and/or rhythm</i></p> <p>b. <i>demonstrate an understanding of vibration in the production of sound</i></p> <p>c. <i>recognize song tales and tone poems as stories told through music</i></p> <p>a. <i>experience American history through a variety of folk songs</i></p> <p>b. <i>listen to and perform songs, dances and musical games of other cultures</i></p> <p>a. <i>experience historical repertoire through videos or CD Rom</i></p>

## Student Learner Outcomes

As a result of education in grade 1, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**  
**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. <i>transfer knowledge of musical skills to an understanding of a variety of performances both inside and outside the school community</i></p>

## Grade 1 Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
World of Music – Silver Burdett	Meet me at the Garden Gate - Kodaly Musical Training Institute
Share the Music – McGraw/Hill	Grade level appropriate recordings, Videos and software
The Song Garden Book 1 - Sarah Heath	Music and You – MacMillan
First Steps in Music for Early Elementary – John Feierabend	Personal song collection

# **GRADE 2 LEARNER OUTCOMES**



## Student Learner Outcomes

As a result of education in grade 2, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing alone a varied repertoire of music</p> <p>2.2 sing with others a varied repertoire of music</p> <p>2.3 perform on instruments alone and with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. perform a known song independently with accurate pitch and rhythm</p> <p>b. demonstrate correct choral posture both when sitting and standing</p> <p>c. use appropriate phrasing and vocal quality to perform expressively</p> <p>a. perform simple two -part rounds in large and small groups</p> <p>b. perform simple vocal ostinatos in large and small groups</p> <p>c. perform simple partner songs in large and small groups</p> <p>a. accompany classroom songs with simple instrumental ostinatos</p> <p>b. initiate performances on instruments studied privately such as piano, violin and guitar</p>

## Student Learner Outcomes

As a result of education in grade 2, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**

**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.1 describe music</p> <p>3.2 analyze music</p> <p>3.3 create music</p> <p>3.4 use a variety of technological media i.e., computer, audio-video</p>	<p><i>The student will be able to:</i></p> <p>a. recognize a round as a song sung with separate groups of singers beginning at different times</p> <p>b. identify an ostinatos as a repeated phrase added to a melody to produce harmony</p> <p>c. recognize the tonal syllables of simple melodic phrases when taking dictation</p> <p>d. recognize simple rhythmic values when taking dictation</p> <p>e. identify tone colors of band and orchestral instruments</p> <p>f. use the terms “solo”, “duet” and “trio” when describing a performance</p> <p>a. locate and discuss where pitch moves by steps and/or skips</p> <p>b. name phrases or sections of music as same, similar or different</p> <p>c. describe music as getting faster and/or slower</p> <p>d. describe music as getting louder and/or softer</p> <p>e. listen to and recognize songs performed as rounds or with ostinatos</p> <p>f. compare the sound of an orchestra to the sound of a band</p> <p>a. compose new texts to simple rote songs</p> <p>b. improvise an answer to a question in a musical conversation</p> <p>c. add new ostinatos to classroom songs</p> <p>d. transfer claps, snaps, pats, etc. to percussion instruments</p> <p>a. supplement classroom instruction to meet music competencies</p>

## Student Learner Outcomes

As a result of education in grade 2, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <p>a. discuss criteria for expressive singing and instrumental performance</p> <p>b. analyze both solo and group performances based upon established criteria</p>

## Student Learner Outcomes

As a result of education in grade 2, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and cultures</p> <p>5.3 use a variety of technological media</p>	<p><i>The student will be able to:</i></p> <p>a. perform simple dances alone and with others</p> <p>b. identify a ballet as a theatrical production</p> <p>c. listen to and illustrate a variety of short program music</p> <p>d. respond to music through expressive movement</p> <p>a. experience American history through a variety of folk songs, play parties and singing games</p> <p>b. listen to and discuss style differences in music of various cultures and periods in history</p> <p>a. experience historical repertoire through videos or CD Rom</p>

## Student Learner Outcomes

As a result of education in grade 2, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. transfer musical knowledge to an understanding of a variety of performances both inside and outside the school community</p> <p>b. use appropriate music vocabulary when discussing types of musical performance and performing groups</p>

## Grade 2 Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
World of Music 2 – Silver Burdett & Ginn	Meet me at the Garden Gate - Kodaly Musical Training Institute
Share the Music 2 – McGraw/Hill	
The Song Garden Book 2 – Sarah Heath	Music and You – MacMillan
First Steps in Music for Early Elementary – John Feierabend	Personal song collection
Conversational Solfege Level 1 - John Feierabend	Grade level appropriate recordings, Videos and software
Primary Measures of Audiation - Edwin Gordon	The Song Garden: Games and Activities - Sarah Heath

# **GRADE 3 LEARNER OUTCOMES**

## Student Learner Outcomes

As a result of education in grade 3, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read music</p> <p>1.2 notate music</p> <p>1.3 interpret music</p> <p>1.4 use a variety of technological media</p>	<p><i>The student will be able to:</i></p> <p>a. transfer pentatonic solfege to absolute pitch</p> <p>b. use absolute pitch to sing pentatonic melodies</p> <p>c. perform known rhythms in extended beat patterns</p> <p>d. recognize the time signature of notated melodies</p> <p>a. write known rhythms in extended beat patterns</p> <p>b. write pentatonic melodies transferring from solfege to absolute pitch</p> <p>c. place time signature in first measure</p> <p>a. sight-read melodies interchangeably from solfege syllables to absolute pitch names</p> <p>b. perform rhythm of notated melodies when given a known time signature</p> <p>a. notate and read music symbols</p>

## Student Learner Outcomes

As a result of education in grade 3, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing alone a varied repertoire of music</p> <p>2.2 sing with others a varied repertoire of music</p> <p>2.3 perform on instruments alone and with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. perform a known song independently with accurate pitch and rhythm</p> <p>b. echo sing in solfegge known pentatonic songs</p> <p>c. sustain correct choral posture both when sitting and standing</p> <p>d. improve vocal production and tone quality</p> <p>a. perform simple three-part rounds</p> <p>b. perform extended vocal ostinatos</p> <p>c. perform extended partner songs</p> <p>d. perform echo and antiphonal responses to selected songs</p> <p>a. accompany classroom songs with instrumental ostinatos on metallophones and glockenspiels</p> <p>b. demonstrate correct fingering and tonguing on recorders while performing simple rote songs</p> <p>c. demonstrate simple rounds on orff instruments and recorders</p> <p>d. initiate performances on instruments studied privately such as piano, violin and guitar</p>





## Student Learner Outcomes

As a result of education in grade 3, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>discuss criteria for expressive singing and recorder performance</i></li> <li>b. <i>analyze both solo and group performances based upon established criteria</i></li> <li>c. <i>use appropriate music terminology to critique a musical work and or performance</i></li> </ul>

## Student Learner Outcomes

As a result of education in grade 3, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and cultures</p> <p>5.3 use a variety of technological media</p>	<p><i>The student will be able to:</i></p> <p>a. <i>illustrate a tone poem</i></p> <p>b. <i>perform a variety of dances celebrating other cultures</i></p> <p>c. <i>create a short story or poem to selected excerpts of program music</i></p> <p>a. <i>identify various uses of music in daily experiences</i></p> <p>b. <i>demonstrate audience behavior appropriate for the style of music performed</i></p> <p>c. <i>listen to and discuss style differences in music of various cultures and periods in history</i></p> <p>a. <i>experience historical repertoire through video or CD Rom</i></p>

## Student Learner Outcomes

As a result of education in grade 3, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. transfer musical knowledge to an understanding of a variety of performances both inside and outside the school community</p> <p>b. use appropriate music vocabulary when discussing types of musical performance and performing groups</p>

## Grade 3 Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
World of Music – 3 Silver Burdett and Ginn	Call and Response Song Books J. Feierabend
Share the Music – 3	Exploring Music – 3 Holt, Rinehart, Winston
Modern Classroom Recorder Method Book - Suzuki	The Great Book of Rounds
	First Steps in Music J. Feierabend
	The First Recorder Book, Magnamusic
	Personal Library of collected songs, Games and activities

# **GRADE 4 LEARNER OUTCOMES**

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read music</p> <p>1.2 notate music</p> <p>1.3 interpret music</p> <p>1.4 use a variety of technological media i.e. computer, audio-video, midi and electronic keyboards</p>	<p><i>The student will be able to:</i></p> <p>a. follow a vocal/string part when performing in harmony</p> <p>b. extend solfeggio to diatonic scale</p> <p>c. identify melodic intervals by size using tonal syllables</p> <p>d. recognize the use of sharps and flats in key signatures</p> <p>e. follow first and second endings</p> <p>a. construct melodic intervals using traditional notation on staff paper</p> <p>b. add sharp and flat signs to key signatures</p> <p>c. complete a dynamic symbol chart showing italian words and abbreviations</p> <p>a. sight-read phrases with solfeggio syllables of the diatonic scale</p> <p>b. perform whole, dotted half, half, quarter and eighth notes and rests in duple and triple meter</p> <p>c. identify conducting patterns as meter in two, three or four</p> <p>d. perform music following dynamic symbols for loud and soft</p> <p>a. notate and read music symbols</p>

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>2.1 sing or perform on string instruments alone a varied repertoire of music</p> <p>2.2 sing or perform on string instruments with others a varied repertoire of music</p> <p>2.3 perform on instruments alone a varied repertoire of music</p> <p>2.4 perform on instruments with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. demonstrate correct posture, breath support, diction, articulation and proper tone production</p> <p>b. perform with accurate pitch and rhythm using an appropriate tempo</p> <p>c. perform expressively using appropriate dynamics, phrasing and stylistic interpretation</p> <p>d. extend vocal range</p> <p>e. perform diatonic major scale in solfegge and absolute pitch</p> <p>f. perform G and D major scales on string instruments</p> <p>a. perform in large choral ensemble demonstrating correct posture, breath support, diction and proper vocal tone production</p> <p>b. respond to cues of a conductor while performing in a chorus</p> <p>c. perform more complex rounds, partner songs, and simple two-part harmony from vocal arrangements</p> <p>d. perform artistically a variety of songs representing diverse cultures</p> <p>e. demonstrate safety on choral risers</p> <p>a. demonstrate independence on a band, keyboard, string instrument or a classroom recorder when performing and reading music</p> <p>b. accompany choral selections with simple rhythmic and/or melodic additions</p> <p>a. demonstrate independence within a group by blending instrumental timbres, matching dynamic levels, reading music and responding to the cues of a conductor</p>

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe music</p> <p>3.2 analyze music</p> <p>3.3 create music</p> <p>3.4 use a variety of technological media i.e. computer, audio-video, midi and electronic keyboards</p>	<p><i>The student will be able to:</i></p> <p>a. explain the use of the upper and lower numbers of a time signature</p> <p>b. identify the distance between adjacent pitches as "intervals"</p> <p>c. classify woodwind instruments as single reed, double reed or no reed</p> <p>d. identify the key signatures of c, f and g major as related to movable "do"</p> <p>e. use appropriate terminology in discussing musical performances</p> <p>a. label form in music as same, similar or different with letters of alphabet</p> <p>b. identify instruments by family and individual tone color</p> <p>c. label the size of melodic intervals</p> <p>d. recognize changes in dynamics from notational symbols</p> <p>e. audiate songs with diatonic half steps</p> <p>a. compose short songs or instrumental pieces given specific guidelines either on a traditional instrument, computer software or a created homemade instrument</p> <p>b. improvise simple rhythmic variations and melodic embellishments on familiar melodies</p> <p>a. notate music and develop ear-training (aural skills)</p>

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <p>a. <i>conduct individual interviews of classmates to review and improve performance</i></p> <p>b. <i>write self-evaluations based upon "choral standards" of proper posture, projection, diction, vocal quality and use of musical expression</i></p>

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and cultures</p> <p>5.3 use a variety of technological media</p>	<p><i>The student will be able to:</i></p> <p>a. <i>demonstrate awareness of how disciplines taught within school community are interrelated with those of music</i></p> <p>a. <i>identify by genre or style aural examples of music from various historical periods and cultures</i></p> <p>b. <i>experience songs sung in other languages such as Latin, French, Hebrew or Spanish</i></p> <p>c. <i>demonstrate audience behavior appropriate for the context and style of music performed</i></p> <p>a. <i>experience historical repertoire through video or CD Rom</i></p>

## Student Learner Outcomes

As a result of education in grade 4, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. transfer knowledge of musical skills to an understanding of a variety of performances both inside and outside the school environment</p> <p>b. use appropriate music vocabulary when discussing types of musical performance and performing groups</p>

## Grade 4 Curriculum Materials List

CORE	SUPPLEMENTAL
<p><b><u>Choral</u></b> World of Music – Silver Burdett Share the Music – McGraw Hill</p> <p><b><u>Instrumental</u></b> Suzuki Presents Modern Classroom Recorder – Suzuki Corporation The First Recorder Book - Magnamusic Editions Easy 8 – Don Muro</p> <p><b><u>String Program</u></b> Strickly Strings Method Books 1 &amp; 2 Suzuki String Method books and recordings Violin, cello, and bass rosin Posture chairs Music stands CD player, speakers, amplifier</p>	<p><b><u>Choral</u></b> Teaching the Elementary School Chorus Linda Swears Teaching Kids to Sing – Kenneth Phillips Lifeline for Children’s Choir Directors - Jean Bartle Choral Library of Octave Music</p> <p><b><u>Instrumental</u></b> Recorder Time – Book One Sweet Pipes Grade Level Appropriate Recordings, Videos and software</p>

# **GRADE 5 – 6 PROGRAM DESCRIPTIONS**

## **Program/Course Descriptions**

### **Instrumental Music – Grades 5-6 (Program Overview)**

Thompson Brook School offers interested students the opportunity to begin the study and participation of instrumental music through practice and performance. Concentration will be on producing good tone, developing technique, nurturing musical expressiveness and introducing stylistic characteristics of band and ensemble literature. There is one large band ensemble for each grade level which meets one period per week. The grade 5 band will be a beginning band while the grade 6 band will offer more advanced instruction. Both bands are divided into smaller lesson ensembles which are specified in a pull out lesson program which rotates throughout the school day. Grade 5 band students receive one lesson per week, while the grade 6 students will receive two. The lesson groups will deal primarily with skill building, while the full band rehearsals serve as a culminating event to the week's instruction. Students will perform as full grade level bands in either one or both of the annual winter or spring concerts.

### **Concert Band – Grade 5 (Course/Performance Group)**

Students will be introduced to all of the appropriate wind and percussion instruments through classroom visits by the music staff and an evening parent meeting. Students then will procure an instrument and lesson book through a local music dealer. Students will receive weekly instruction within a small group setting. In this forum they will be introduced to the basic technique of their instruments and the elements of music. General music literacy is a major component in the grade 5 curriculum. A thorough understanding of notation and terminology will be highly stressed. As the students advance, they will rehearse as a full grade level band. Eventually, music will be carefully chosen as an instructional tool to reinforce the musical concepts. Students will be required to practice 30 minutes a day to insure progress.

### **Concert Band – Grade 6 (Course/Performance Group)**

Students will review and reinforce the basic skills of music in which they were introduced to in the fifth grade. General music literacy is a major component in the grade 6 curriculum. A thorough understanding of music notation and terminology will be highly stressed. By the end of the year, all grade 6 students should be able to read grade level music on their own, play with characteristic tone and in tune in an appropriate range for their instrument and be well versed on executing skills unique to large ensemble performance. Students will be exposed to numerous styles and historical periods of music through their performance music and their lesson material. Students are required to practice their instruments at home to reinforce concepts introduced at ensembles. Recommended practice time is 30 minutes per day. The lesson books used in sixth grade will consist of:

In addition, a jazz workshop will be offered to interested students at a specified date.

### **Instrumental Music: Strings, Grades 5-6 (Course/Performance Group)**

Students in Grades 5 & 6 will continue studies initiated in Grade 4. Concentration will continue to focus on fundamentals of stringed instrument mastery such as position, posture, tone production and concentration. Students receive 2 one half-hour lessons as well as (1) one-hour orchestral activity per week. All string students participate in a town wide string concert in June.

### **General Music – Grades 5-6 (Course)**

All students in Grades 5 & 6 participate in general music as part of their regular schedule. Emphasis is placed on continuing development in all musical skill areas as well as composition, literacy (reading music), appreciation, history and theory.

### **Chorus – Grade 5 (Course/Performance Group)**

All students participate in the choral program and perform twice during the school year. Weekly rehearsals build upon the vocal skills of fourth grade chorus. Emphasis is on the development of the student as an independent musician as well as a performer within a large ensemble. Performances encourage each student to sing expressively using appropriate dynamics and tempo as well as stylistic interpretation for a variety of choral selections. Music literature expands the vocal range, uses more complex rhythmic patterns including syncopation and extends to the use of three-part harmony. Students are led to use higher level thinking skills through critical analysis and evaluation of performances based upon established choral standards.

### **Chorus – Grade 6 (Course/Performance Group)**

Students in sixth grade chorus will develop vocal independence with simple fundamental elements of choral singing. Such elements include drones, responsorial singing, ostinati, polyphonic singing, partner songs, canons, contrasting melodies, homophonic singing, vocal chording and improvisation. Although many of these elements are introduced in elementary school, gaining vocal independence with these elements is the goal in sixth grade. Sixth grade chorus will rehearse in sections once a week and as a full ensemble once a week. This class will be student elected and will perform a minimum of twice annually.

# **GRADE 5 LEARNER OUTCOMES**

## Student Learner Outcomes

As a result of education in grade 5, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read music</p> <p>1.2 notate music</p> <p>1.3 interpret music</p> <p>1.4 use a variety of technological media</p>	<p><i>The student will be able to:</i></p> <p>a. identify standard music symbols and terms from traditional notation</p> <p>b. distinguish between the key signatures of c, f and g major</p> <p>c. follow a vocal line when performing in two-part harmony</p> <p>d. recognize a fermata from notation</p> <p>a. construct c, f and g major scales on staff paper with appropriate key signatures.</p> <p>b. complete rhythmic phrases using whole notes, dotted half notes, half notes, quarter notes, eighth notes and rests</p> <p>a. sight-read melodic phrases with solfegge syllables of the diatonic scale</p> <p>b. perform whole, dotted half, half, quarter, eighth notes and rests in duple and triple meter signatures</p> <p>c. identify conducting patterns as meter in two, three or four</p> <p>a. notate and read music symbols</p>

## Student Learner Outcomes

As a result of education in grade 5, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing alone a varied repertoire of music</p> <p>2.2 sing with others a varied repertoire of music</p> <p>2.3 perform on instruments alone a varied repertoire of music</p> <p>2.4 perform on instruments with others a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <p>a. demonstrate correct posture, breath support, diction and proper vocal tone production</p> <p>b. perform with accurate pitch and rhythm using an appropriate tempo</p> <p>c. perform expressively using appropriate dynamics, phrasing and stylistic interpretation</p> <p>d. extend vocal range</p> <p>a. respond to cues of a conductor in choral ensembles</p> <p>b. perform rounds, partner songs and simple two-part harmony from vocal arrangements</p> <p>c. perform artistically a variety of songs representing diverse cultures</p> <p>d. demonstrate safety on choral risers</p> <p>e. perform songs in both major and minor tonality</p> <p>a. demonstrate independence on a band, keyboard or string instrument using accurate pitch, and rhythm using appropriate tempo</p> <p>b. initiate performances on instruments studied privately such as piano, violin and guitar</p> <p>a. maintain an independent instrumental part while others perform contrasting rhythmic and melodic lines</p> <p>b. demonstrate independence in a group by blending instrumental timbres, matching dynamic levels and responding to the cues of a conductor</p> <p>c. demonstrate artistically a variety of selections representing diverse genres and cultures from instrumental literature</p> <p>d. demonstrate safety on band risers, movement of music stands, chairs and other equipment</p>



## Student Learner Outcomes

As a result of education in grade 5, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performance</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>devise criteria for evaluating vocal and instrumental music and musical performance</i></li> <li>b. <i>evaluate own concerts by listening to and/or watching audio/video tapes of performances</i></li> <li>c. <i>evaluate the performances of others by using established criteria</i></li> <li>d. <i>write self-evaluations based upon knowledge of criteria in order to improve own performance</i></li> </ul>

## Student Learner Outcomes

As a result of education in grade 5, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts and disciplines outside the arts</p> <p>5.2 understand music in relation to history and culture</p> <p>5.3 use of technology, i.e. audio, video, computer</p>	<p><i>The student will be able to:</i></p> <p>a. <i>interpret events in American history through the singing and listening of patriotic music</i></p> <p>b. <i>compare similarities and differences in the meanings of common terms used in the visual arts, architecture, dance and theatre</i></p> <p>a. <i>recognize examples of folk, classical, jazz and popular music</i></p> <p>b. <i>compare the lives and music of composers from different musical periods</i></p> <p>c. <i>describe how the elements of music (pitch, rhythm, harmony, form and tone color) are used in musical examples of other cultures and times.</i></p> <p>d. <i>demonstrate audience behavior appropriate for the content and style of music performed</i></p> <p>e. <i>experience songs sung in other languages such as Latin, French, Hebrew or Spanish</i></p> <p>a. <i>experience historical repertoire through video or CD Rom</i></p>

## Student Learner Outcomes

As a result of education in grade 5, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize classroom experiences when attending cultural programs both inside and outside the school community</p>	<p><i>The student will be able to:</i></p> <p>a. transfer knowledge of musical skills to an understanding of a variety of performances both inside and outside the school community</p> <p>b. use appropriate music vocabulary when discussing types of musical performance and performing groups</p>

## Grade 5 Curriculum Materials List

CORE	SUPPLEMENTAL
<p><b><u>Choral</u></b> World of Music – Silver Burdett Share the Music – McGraw Hill</p> <p><b><u>Instrumental</u></b> Breeze-Easy Method – John Kinyon First Division Band Method – Fred Weber Practical Studies – R. Gitchell</p> <p><b><u>Strings</u></b> Strictly String Method Books Suzuki Method Books</p>	<p><b><u>Choral</u></b> Teaching the Elementary School Chorus Linda Swears Choral Library of Octavos Lives of the Musicians Good Times, Bad Times (And What the Neighbors Thought) – Harcourt Brace and Company Teaching Kids to Sing – Kenneth Phillips Lifeline for Children’s Choir Directors Jean Bartle</p> <p><b><u>Instrumental</u></b> Accent of Achievement – John O’Reilly &amp; Mark Williams Standard of Excellence – Bruce Pearson Rubank Elementary Method – Fred Weber</p>

# **GRADE 6 LEARNER OUTCOMES**



## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing, alone and with others, a varied repertoire of music</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.</i></li> <li>b. <i>sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some songs performed from memory.</i></li> <li>c. <i>sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</i></li> <li>d. <i>sight sing appropriate solo melodies.</i></li> </ul> <p style="text-align: center;"><i>Students who participate in a choral ensemble</i></p> <ul style="list-style-type: none"> <li>e. <i>sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some songs performed from memory</i></li> <li>f. <i>sing music written in 2 parts</i></li> </ul>

## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2 (cont'd)**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.2 perform on instruments, alone and with others, a varied repertoire of music.</p>	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>a. <i>perform on at least one instrument accurately and independently at the appropriate level, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control.</i></li> <li>b. <i>perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 1-2, on a scale of 1 to 6.</i></li> <li>c. <i>perform selected music representing diverse genres and cultures, with expression appropriate for the work being performed.</i></li> <li>d. <i>play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument</i></li> </ol> <p><u>Assessments</u>  <i>A performance rubric will be applied to the following:</i></p> <ul style="list-style-type: none"> <li>- <i>vocal/instrumental technical exercises</i></li> <li>- <i>tonal memory exercises</i></li> <li>- <i>solo and group performance</i></li> </ul> <p><i>Practice chart</i></p>

## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre.</p> <p>3.3 create music through interpreting music notation.</p> <p>3.4 use a variety of technological media i.e. computer, audio-video, midi and electronic keyboards</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied.</i></p> <p>b. <i>define and demonstrate music terms in music being studied</i></p> <p>c. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied.</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied.</i></p> <p>b. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied.</i></p> <p>c. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and / or compositional techniques used to make music expressive in the pieces being studied</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied.</i></p> <p>b. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied.</i></p> <p>c. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and / or compositional techniques used to make music expressive in the pieces being studied</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal questioning, based on current factual responses, and performance</i></li> <li>- <i>a concert / performance assessment rubric will be applied</i></li> </ul>

## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise simple criteria for evaluating performances and compositions.</p> <p>4.2 explain, using appropriate music terminology, personal preferences for specific musical works and styles.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>aurally identify correct or incorrect performance of rhythms in pieces being studied</i></p> <p>b. <i>aurally identify correct or incorrect performance of pitches in pieces being studied (including intonation)</i></p> <p>c. <i>visually and aurally identify legato and staccato styles of articulation in the pieces being studied</i></p> <p>d. <i>evaluate (verbally and in written form) individual and / or group performance / rehearsals</i></p> <p>e. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p> <p>f. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></p> <p>a. <i>evaluate (verbally and in written form) individual and / or group performance / rehearsals</i></p> <p>b. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p> <p>c. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></p> <p><u><i>Assessments</i></u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal questioning, based on current factual responses, and performance</i></li> <li>- <i>a concert / performance assessment rubric will be applied</i></li> </ul>

## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts, and disciplines outside the arts.</p> <p>5.2 understand music in relation to history and culture.</p>	<p><i>The student will be able to:</i></p> <p>a. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary</p> <p>a. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</p> <p>b. classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary</p> <p>c. describe distinguishing characteristics of representative music genres and styles from a variety of cultures</p> <p>d. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</p> <p><u>Assessment</u></p> <p>- students will be assessed based on correct factual responses in question and answer sessions and examinations</p>

## Student Learner Outcomes

As a result of education in grade 6, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 attend and appreciate live public performances</p> <p>6.2 appreciate performing in a live public concert</p>	<p><i>The student will be able to:</i></p> <p>a. assess quality stylistic characteristics and historic context of performance</p> <p>a. perform effectively within a variety of public venues</p>

## Grade 6 Curriculum Materials List

CORE	SUPPLEMENTAL
<p><b><u>Concert Band</u></b>                      Completing Breeze Easy Book 1                      Reviewing Standard of Excellence Book 1                      Standard of Excellence Book 2</p> <p>Appropriate large &amp; small group music compositions and arrangements for study and performance                      Appropriate solo literature for study and possible performance</p>	

# **GRADES 7-8 PROGRAM DESCRIPTIONS**

## **Program/Course Descriptions**

### **Instrumental Music – Grades 7-8 (Program Overview)**

The Middle School offers interested students the opportunity to study and participate in instrumental music through practice and performance. Concentration will be on producing good tone, developing technique, nurturing musical expressiveness and acquiring the understanding of the stylistic characteristics of band and ensemble literature. Emphasis will be placed on original band literature and orchestral transcriptions. There is one large band ensemble for each grade level which meets for one period per week. Each large band is divided into four separate smaller ensembles which meet every other day. The smaller ensembles will be divided into either woodwind ensembles, or brass and percussion ensembles. The smaller groups will deal primarily with skill building, while the large ensembles serve as the culminating event of the week's instruction. In addition, individual or small group lessons will occur during the ensemble sessions. Students will perform as full grade level bands for the annual winter and spring concerts. Students that play a string instrument may participate in string ensemble.

### **Concert Band – Grade 7 (Course/Performance Group)**

Seventh grade band students begin by reviewing and reinforcing concepts learned in previous grades. Emphasis is on furthering development of individual instrumental technique as well as continued building of reading skills. The performance music covers a wide variety of styles, and is more demanding technically, rhythmically, and musically with more exposed sectional performing than in previous grade level literature. Students are also exposed to solo performance literature, and are given the opportunity to use their individual solos as audition pieces for the *Music Fest sponsored by CMEA*. As in sixth grade, students are expected to practice outside of band class on lesson material and performance literature.

In addition, students will be given the opportunity to audition for one of the following performance opportunities which rehearse outside of the school day.

- Jazz Band
- Woodwind Ensemble
- Brass Choir
- String Ensemble

**Concert Band – Grade 8 (Course/Performance Group)**

Eighth grade instrumental students should be performing the highest grade level literature available for middle school. This literature should be technically and stylistically demanding, consisting of abundant exposed solo and sectional passages and varied orchestrations. The literature should strongly reinforce all concepts introduced to the individual student as well as serve as an introduction and preparation for high school literature. As always with instrumental music, home practice will insure achievement and success.

Students are strongly urged to participate in the *Music Fest sponsored by CMEA* and audition for the following performance opportunities:

- Jazz Band
- Woodwind Ensemble
- Brass Choir
- String Ensemble

**Choral Music – Grades 7-8 (Course/Performance Group)**

The middle school offers interested singers the opportunity to study and participate in choral music through practice and performance. Students will learn age appropriate pedagogy for their changing voices. Students will learn about the physiology of the voice, the history and development of choral music and the basic principles of singing. Emphasis will be placed on traditional choral literature from various style periods in history also including multi-cultural and Broadway music. Chorus rehearses every other day as a full ensemble and perform twice annually. Students are encouraged to audition for the select Arioso Choir and CMEA sponsored, Regional Festivals.

**Chorus – Grade 7 (Course/Performance Group)**

Seventh grade students review and add to their knowledge of breath management, diction, projection, vowel placement and shaping, and the production of a good vocal tone. Emphasis is on furthering the development of music literacy through the use of sight singing, and aural development through the use of tonal memory exercises. Students are expected to internalize music through the use of movement in the chorus rehearsal. Depending on vocal range, students will be performing moderate literature in three parts.

**Chorus – Grade 8 (Course/Performance Group)**

Chorus students will continue their concentration in good choral singing as all concepts become more challenging. Emphasis will be placed on blend, time and tuning. Students will perform longer more demanding works with an extended vocal range and further opportunities for solo and small group singing. As eighth grade chorus is the culmination of the middle school choral experience, all skills and knowledge previously gained is applied to the performance of their choral literature. Again, chorus students are strongly urged to participate in the CMEA sponsored, Regional Festivals and the Arioso choir. Students should leave eighth grade chorus with the necessary experiences and knowledge to be successful in the high school choral program.

**Arioso Choir – Grades 7-8 (Performance Group)**

Advanced and highly motivated students are encouraged to audition for this small select performance group. This group offers the highest level of choral challenge for the middle level vocal student. Sophisticated choral literature and a variety of performance opportunities are featured.

**General Music (Music Masters) – Grades 7-8 (Course)**

Music masters are semester long required classes for the non-performance based student. Emphasis is placed on the appreciation of music from a chronological progression through history. Students will receive an overview of the Baroque, Classical, Romantic, and twentieth century periods inclusive of Jazz and Broadway. Exposure to quality music from all style periods will be listened to and analyzed by all students. While the class is not performance based, students will have the opportunities to create and compare easily mastered musical pieces and to listen to and evaluate the music of their peers.

**Piano – Grades 7-8 (Course)**

Beginning students and advanced students can elect Piano class to develop and refine a proficiency on a keyboard instrument. Students work independently at their own keyboard at their own level and can advance according to practice through a sequential program that teaches piano skills. The use of technology and software enables the students to do just that. A required piano recital is scheduled at the end of each semester for all participating students.

# **GRADES 7-8 LEARNER OUTCOMES**



## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 sing, alone and with others, a varied repertoire of music</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <ul style="list-style-type: none"> <li>a. <i>sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</i></li> <li>b. <i>sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some songs performed from memory</i></li> <li>c. <i>sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</i></li> <li>d. <i>sight sing appropriate solo melodies</i></li> </ul> <p style="text-align: center;"><i>Students who participate in a choral ensemble</i></p> <ul style="list-style-type: none"> <li>e. <i>sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 1-2, on a scale of 1 to 6, including some songs performed from memory</i></li> <li>f. <i>sing music written in 2, 3, or 4 parts</i></li> </ul>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2 (cont'd)**  
**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.2 perform on instruments, alone and with others, a varied repertoire of music</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <ul style="list-style-type: none"> <li>a. <i>perform on at least one instrument accurately and independently at the appropriate level, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control</i></li> <li>b. <i>perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2-3, on a scale of 1 to 6</i></li> <li>c. <i>perform a wide variety of music representing diverse genres and cultures, with expression appropriate for the work being performed</i></li> <li>d. <i>play by ear appropriate melodies on a melodic instrument and simple accompaniments on a harmonic instrument</i></li> </ul> <p><u>Assessments</u>  <i>A performance rubric will be applied to the following:</i></p> <ul style="list-style-type: none"> <li>- <i>vocal / instrumental technical exercises</i></li> <li>- <i>sight reading / singing</i></li> <li>- <i>tonal memory exercises</i></li> <li>- <i>solo &amp; group performances</i></li> </ul>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre</p> <p>3.3 create music through interpreting music notation</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied</i></p> <p>b. <i>define and demonstrate music terms in music being studied</i></p> <p>c. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied</i></p> <p>b. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied</i></p> <p>c. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and / or compositional techniques used to make music expressive in the pieces being studied</i></p> <p>d. <i>identify major, minor, scales and chords in the music being studied</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo marking appropriate to the music being studied</i></p> <p>b. <i>define and demonstrate music terms in music being studied</i></p>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3 (cont'd)**  
**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.3 (cont'd)</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p style="margin-left: 40px;">c. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and / or compositional techniques used to make music expressive in the pieces being studied</i></p> <p style="margin-left: 40px;">d. <i>perform “ear” melodies – learned aurally – and experiment with them, leading to improvisation</i></p> <p style="margin-left: 40px;"><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal questioning based on correct factual responses</i></li> <li>- <i>a rating scale and assessment rubric, and concert / performance assessment rubric will be applied</i></li> </ul>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise simple criteria for evaluating performances and compositions</p> <p>4.2 explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p>a. <i>aurally identify correct or incorrect performance of rhythms in pieces being studied</i></p> <p>b. <i>aurally identify correct or incorrect performance of pitches in pieces being studied (including intonation)</i></p> <p>c. <i>visually and aurally identify legato and staccato styles of articulation in the pieces being studied</i></p> <p>d. <i>aurally identify staccato and legato styles of attack and release in the pieces being studied</i></p> <p>e. <i>evaluate (verbally and in written form) individual and / or group performance / rehearsals</i></p> <p>f. <i>evaluate in detail music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p> <p>g. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></p> <p>a. <i>evaluate (verbally and in written form) individual and / or group performance / rehearsals</i></p> <p>b. <i>evaluate in detail music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4 (cont'd)**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.2 (cont'd)</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p>c. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal questioning based on correct factual responses</i></li> <li>- <i>a rating scale and assessment rubric, and concert / performance assessment rubric will be applied</i></li> </ul>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 understand relationships between music, the other arts, and disciplines outside the arts</p> <p>5.2 understand music in relation to history and culture</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p>a. <i>compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, language arts, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</i></p> <p>b. <i>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i></p> <p>c. <i>classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary</i></p> <p>a. <i>describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music</i></p> <p>b. <i>classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of high-quality and characteristic musical works and explain the characteristics that cause each work to be considered exemplary</i></p>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5 (cont'd)**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.2 (cont'd)</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p style="margin-left: 40px;">c. <i>describe distinguishing characteristics of representative music genres and styles from a variety of cultures</i></p> <p style="margin-left: 40px;">d. <i>compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed</i></p> <p style="margin-left: 40px;"><u>Assessment</u> <i>Students will be assessed based on correct factual responses in question &amp; answer sessions and examinations</i></p>

## Student Learner Outcomes

As a result of education in grades 7-8, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 attend and appreciate live public performances</p> <p>6.2 perform within established ensembles in a variety of public venues</p> <p>6.3 appreciate performing in a live public concert</p> <p>6.4 have the opportunity to participate in ASBDA, ACDA, CMEA, or other state sponsored music festivals</p>	<p><i>The student will be able to demonstrate on voice, instrument, or midi technology:</i></p> <p>a. <i>assess quality, stylistic, characteristics and historic context of performance</i></p> <p>b. <i>written and / or oral discussion</i></p> <p>c. <i>objective evaluation of musical performance</i></p> <p>a. <i>objective evaluation of musical performance</i></p> <p>a. <i>perform within a variety of public venues</i></p>

## Grades 7-8 Curriculum Materials List

CORE	SUPPLEMENTAL
<p>Breeze Easy Instrumental Method (5,6) Standard of Excellence Instrumental (6-8) First Division Band Method (7-8) I Recommend Band Method (8) Essentials of Musicianship Band Studies (7,8) Appropriate large &amp; small group music compositions and arrangements for study and performance Appropriate solo literature for study and possible performance</p> <p>Instrument inventory sufficient to balance instrumentation and provide appropriate sound colors for literature Study</p> <p>Keyboard lab, including electronic keyboards, computers and appropriate software</p>	

**GRADES 9-12  
COURSE DESCRIPTIONS/LEARNER  
OUTCOMES**

## **Course Description**

### **Concert Band – Grades 9-10 (Course/Performance Group)**

The Avon High School Concert Band (phase 6 or 7) is the premiere instrumental ensemble for intermediate to advanced level instrumentalists in grades nine and ten. The Concert Band allows students to experience a wide variety of styles and genres of music literature from different time periods through the study and performance of literature appropriate to this grade level (III-IV). Students in the Concert Band are encouraged to participate in small ensembles, and participate in ASBDA, Regional, State and National music festivals. Ninth and tenth grade members (who do not study with a private instructor) are scheduled for Band Individual Performance Assessments (BIPA's – 10-minute mini-lessons), allowing for more individualized attention and monitoring of progress – BIPA's are a portion of the Concert Band grade. Parts are sometimes individualized for students with special needs and lesser performance skill and a minimum of one year's playing experience is required for participation in the Concert Band. The Concert Band participates in many public performances throughout the school year. Attendance at all scheduled performances is required. A complete "Band Information Packet" is provided to all Concert Band members at the beginning of the school year.

The major goal of the Concert Band is to cultivate, in students, a life-long enjoyment, awareness and understanding of the art of music. Through the lesson, rehearsal, and performance process, students in the Concert Band learn to be knowledgeable, skilled thinkers, information processors, effective communicators, self-directed and collaborative learners, and responsible citizens, in addition to learning about the art of music, and instrumental and musical skills. As a result of their involvement in the Concert Band, students may seek additional musical experiences outside of the school day, and may participate in the musical life of the school and community.

Concert Band is a Phase 6 or 7 course. Phase 7 is available to students who meet one or more of the following criteria:

- 1) Students who undertake private study on their Band instrument with an approved teacher
- 2) Students who prepare for and take the auditions for Regional and/or All-State
- 3) Students who participate in approved music groups outside of school (i.e. GHYWE, CYS)
- 4) Students who audition for Phase 7 by satisfactorily preparing a solo of at least grade 4 level of difficulty. The teacher can assist students with the selection of solo.

Students are grouped by grade level. After seating auditions, students are seated by mixing more experienced and lesser experienced performers. Part rotation is used in many sections.

Students and parents sign a statement at the beginning of the school year stipulating that they have read the Concert Band/Wind Ensemble Information packet, thus acknowledging reading of the course requirements.

### **Product Requirements for Success**

Students must have appropriate instruments and related equipment, in good working condition.

Students must practice/study 120 minutes per week.

Each student must maintain a music folder, containing all music currently studied. Folders are available during class time for study and note-taking, and for home study of appropriate musical concepts and details.

Ninth and tenth graders (who do not study privately) are required to participate in and record progress from weekly Band Individual Performance Assessments (BIPA's), either in person or on cassette tape.

All students perform quarterly scale and arpeggio exams.

Concert Band members are required to perform at home football games, four major concerts, adjudication festival, Party'N'Jazz, Memorial Day Parade, and Graduation.

Students are encouraged to study privately, qualify for Phase 7, secure better quality instruments, switch instruments in order to balance instrumentation, participate in Greater Hartford Youth Wind Ensemble and/or Connecticut Youth Symphony.

Students assess audio and video recordings of their individual, section, and group performances from concerts and various stages of learning and preparation, using written expression, oral discussion, and scoring rubrics.

Students with high interest and ability are encouraged to participate in the American School Band Directors Association Honors Band Festival, and prepare solos for CMEA Regional, All-State, and other adjudications and contests.

Student musical experiences are enhanced through visiting soloists, conductors, performing groups, and field trips.

Concert Band members may elect to participate in major trips each year, alternating years between trips to Europe and more localized eastern United States destinations.

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the music being studied</i></p> <p>b. <i>identify and demonstrate major key signatures and scales, in treble or bass clef, one sharp to five flats (concert pitch), and appropriate arpeggios; minor scales, two flats to no flats or sharps</i></p> <p>c. <i>identify and demonstrate time signatures in duple, triple, and mixed meters as appropriate to the music being studied</i></p> <p>d. <i>interpret and perform, at sight, written music notation at a grade III level of difficulty (scale I – VI)</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>weekly BIPA sessions and tapes assessment rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubric, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 perform on instruments, alone and with others, a varied repertoire of music.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>perform, with expression and technical accuracy, a varied repertoire of instrumental ensemble literature with a grade IV level of difficulty (scale I – VI)</i></li> <li>b. <i>perform an appropriate part in an ensemble, demonstrating appropriate ensemble skills</i></li> <li>c. <i>perform in a small ensemble, one student per part, with appropriate ensemble skills</i></li> <li>d. <i>perform independently, either on an instrumental solo, or on a part within an ensemble</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>weekly BIPA sessions and tapes assessment rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubric, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre.</p> <p>3.3 create music through interpreting music notation and through improvisation of “ear” tunes.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied</i></p> <p>a. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and / or compositional techniques used to make music expressive in the pieces being studied</i></p> <p>b. <i>identify major and minor chords in the music being studied</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the music being studied.</i></p> <p>b. <i>define and demonstrate musical terms in music being studied</i></p> <p>c. <i>perform “ear” melodies – learned aurally – and experiment with them, leading to improvisation</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>weekly BIPA sessions and tapes</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert / performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubric, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise criteria for evaluating performances and compositions.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>aurally identify correct or incorrect performance of rhythms in pieces being studied</i></li> <li>b. <i>aurally identify correct or incorrect performance of pitches in pieces being studied (including intonation)</i></li> <li>c. <i>visually identify slur, tenuto, staccato, and marcato styles of articulation in the pieces being studied</i></li> <li>d. <i>aurally identify tenuto, staccato, legato, and marcato styles of attack and release in the pieces being studied</i></li> <li>e. <i>evaluate (verbally and in written form) his/her individual and/or group performance/rehearsals</i></li> <li>f. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></li> <li>g. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>weekly BIPA sessions and tapes assessment rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert / performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubrics, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the pieces being studied.</p> <p>5.2 identify various uses and types of music in their daily lives and describe characteristics that make certain music suitable for each use.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>perform music of a variety of genres, cultures and historical periods</i></p> <p>b. <i>place in historical context, where appropriate, the music being studied</i></p> <p>a. <i>attend, observe, and describe performances by professional musicians and composers</i></p> <p>b. <i>perform music of a variety of genres, cultures and historical periods</i></p> <p>c. <i>place in historical context, where appropriate, the music being studied</i></p> <p>d. <i>demonstrate self/group confidence, discipline, and accepted performance/audience decorum appropriate to the performance/concert situation</i></p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>weekly BIPA sessions and tapes assessment rubric</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Band, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate in solo, small ensemble and large group performances</i></li> <li>b. <i>participate in public performances within the school and school community</i></li> <li>c. <i>participate in public performances outside of the school and school community</i></li> <li>d. <i>participate in ASBDA and CMEA sponsored festivals and events</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>formal concert performances assessment rubric</i></li> <li>- <i>self assessment through journals</i></li> </ul>

## Concert Band Curriculum Materials List

CORE	SUPPLEMENTAL
<p>Appropriate musical compositions, transcriptions, and arrangements for study and performance of grade level III-IV</p> <p>Method books Duet books Appropriate small ensemble literature Instrumental solos</p> <p>Digital recording equipment Stereo equipment for playing of professional and student-prepared recordings Recordings of professional/college ensembles for demonstration and study</p> <p>Major, minor, chromatic scales sheets Major, minor, augmented and diminished arpeggios sheets</p> <p>Instrument inventory sufficient to balance instrumentation and provide appropriate sound colors for literature studied</p> <p>Assessment sheets for seating auditions, scale and arpeggio exams, rehearsal and concert assessments</p>	

## **Course Description**

### **Wind Ensemble – Grades 11-12 (Course/Performance Group)**

The Avon High School Wind Ensemble is the premiere instrumental ensemble for intermediate to advanced level instrumentalists in grades eleven and twelve. The Wind Ensemble allows students to experience a wide variety of styles of music literature from different time periods through the study and performance of literature appropriate to this grade level (IV-VI). Students in the Wind Ensemble are encouraged to participate in small ensembles, and participate in ASBDA, Regional, State and National music festivals. Eleventh and twelfth grade members are assessed via audio tape, which is a portion of the Wind Ensemble grade. Parts are sometimes individualized for students with special needs and lesser performance skill and a minimum of two year's playing experience is required for participation in the Wind Ensemble. Attendance at all scheduled performances is required. A complete "Band Information Packet" is provided to all Wind Ensemble members at the beginning of the school year.

Wind Ensemble is a Phase 6 or 7 course. Phase 7 is available to students who meet one or more of the following criteria:

- 1) Students who undertake private study on their band instrument with an approved teacher.
- 2) Students who prepare for and take the auditions for Regional and/or All-State.
- 3) Students who participate in approved music groups outside of school.
- 4) Students who audition for Phase 7 by satisfactorily preparing a solo of at least grade 4 level of difficulty. The teacher can assist students with the selection of solo.

The major goal of the Wind Ensemble is to cultivate, in students, a life-long enjoyment, awareness and understanding of the art of music. Through the lesson, rehearsal, and performance process, students in the Wind Ensemble learn to be knowledgeable, skilled thinkers, information processors, effective communicators, self-directed and collaborative learners, and responsible citizens, in addition to learning about the art of music, and instrumental and musical skills. As a result of their involvement in the Wind Ensemble, students may seek additional musical experiences outside of the school day, and may participate in the musical life of the school and community.

### **Product Requirements for Success**

Students must have appropriate instruments and related equipment, in good working condition.

Students must practice/study 120 minutes per week.

Each student must maintain a music folder, containing all music currently studied. Folders are available during class time for study and note-taking, and for home study of appropriate musical concepts and details.

Eleventh and twelfth graders are not required to participate in and record progress from weekly Band Individual Performance Assessments (BIPAs), either in person or on cassette tape. These students must record 1<sup>st</sup> and 2<sup>nd</sup> semester exams for teacher assessment.

All students perform quarterly scale and arpeggio exams, in person or via tape.

Wind Ensemble members are required to perform at home football games, four major concerts, adjudication festival, Party'N'Jazz, Memorial Day Parade, and Graduation.

### **Suggested Strategies**

Students are grouped by grade level. After seating auditions, students are seated by mixing more experienced and lesser experienced performers. Part rotation is used in many sections.

Students are encouraged to study privately, qualify for Phase 7, secure better quality instruments, switch instruments in order to balance instrumentation, participate in Greater Hartford Youth Wind Ensemble and/or Connecticut Youth Symphony.

Students assess audio and video recordings of their individual, section, and group performances from concerts and various stages of learning and preparation, using written expression, oral discussion, and scoring rubrics.

Students with high interest and ability are encouraged to participate in the American School Band Directors Association Honors Band Festival, and prepare solos for CMEA Regional, All-State, and other adjudications and contests.

Student musical experiences are enhanced through visiting soloists, conductors, performing groups, and field trips.

Wind Ensemble members may elect to participate in major trips each year, alternating years between trips to Europe and more localized eastern United States destinations.

Students and parents sign a statement at the beginning of the school year stipulating that they have read the Concert Band/Wind Ensemble Information packet, thus acknowledging reading of the course requirements.

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the music being studied</i></li> <li>b. <i>identify and demonstrate major key signatures and scales, in treble or bass clef, two sharps to seven flats (concert pitch), and major, minor, augmented, and diminished arpeggios; minor scales, three flats to one sharp</i></li> <li>c. <i>identify and demonstrate time signatures in duple, triple, and mixed meters as appropriate to the music being studied</i></li> <li>d. <i>interpret and perform, at sight, written music notation at a grade IV level of difficulty (scale I-VI)</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>assessment tapes, assessment rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubric, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 perform on instruments, alone and with others, a varied repertoire of music.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>perform, with expression and technical accuracy, a varied repertoire of instrumental ensemble literature with a grade IV-VI level of difficulty (scale I-VI)</i></p> <p>b. <i>perform an appropriate part in an ensemble, demonstrating appropriate ensemble skills</i></p> <p>c. <i>perform in a small ensemble, one student per part, with appropriate ensemble skills</i></p> <p>d. <i>perform independently, either on an instrumental solo, or on a part within an ensemble</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>assessment tapes, graded with rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubric, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre).</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre.</p> <p>3.3 create music through interpreting music notation and through improvisation of "ear" tunes.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the music being studied</i></p> <p>a. <i>identify, describe, or demonstrate expressive elements (i.e. phrase) and/or compositional techniques used to make music expressive in the pieces being studied</i></p> <p>b. <i>identify major, minor, augmented, diminished chords in the music being studied</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the music being studied</i></p> <p>b. <i>define and demonstrate musical terms in music being studied</i></p> <p>c. <i>perform "ear" melodies – learned aurally – and experiment with them, leading to improvisation</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>assessment tapes, graded with rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubrics, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise criteria for evaluating performances and compositions.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>aurally identify correct and incorrect performance of rhythms in pieces being studied</i></li> <li>b. <i>aurally identify correct or incorrect performance of pitches in pieces being studied (including intonation)</i></li> <li>c. <i>visually and aurally identify slur, tenuto, legato, staccato, and marcato styles of articulation in the pieces being studied</i></li> <li>d. <i>aurally identify tenuto, staccato, legato, and marcato styles of attack and release in the pieces being studied</i></li> <li>e. <i>evaluate (verbally and in written form) individual and/or group performance/rehearsals)</i></li> <li>f. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></li> <li>g. <i>aurally discriminate tone quality of various instrumental timbres, and evaluate individual and group tone quality as it applies to the pieces being studied</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>assessment tapes, graded with rubric</i></li> <li>- <i>quarterly scale and arpeggio assessment rubric</i></li> <li>- <i>concert/performance assessment rubric</i></li> <li>- <i>digital recording technology to assess, with rubrics, performances &amp; rehearsals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the pieces being studied.</p> <p>5.2 identify various used and types of music in their daily lives and describe characteristics that can make certain music suitable for each use.</p>	<p><i>The student will be able to:</i></p> <p>a. <i>perform music of a variety of genres, cultures and historical periods</i></p> <p>b. <i>place in historical context, where appropriate, the music being studied</i></p> <p>a. <i>attend, observe, and describe performances by professional musicians and composers</i></p> <p>b. <i>perform music of a variety of genres, cultures and historical periods</i></p> <p>c. <i>place in historical context, where appropriate, the music being studied</i></p> <p>d. <i>demonstrate self/group confidence, discipline, and accepted performance/audience decorum appropriate to the performance/concert situation</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal performance, aural evaluation &amp; questioning to check for understanding</i></li> <li>- <i>assessment tapes, graded with rubric</i></li> </ul>

## Student Learner Outcomes

As a result of education in Wind Ensemble, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community.</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate in solo, small ensemble and large group performances</i></li> <li>b. <i>participate in public performances within the school and school community</i></li> <li>c. <i>participate in public performances outside of the school and school community</i></li> <li>d. <i>participate in ASBDA and CMEA sponsored festivals and events</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>formal concert performances assessment rubric</i></li> <li>- <i>self assessment through journals</i></li> </ul>

## Wind Ensemble Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
<p>Appropriate music compositions, transcriptions, and arrangements for study and performance of grade level IV-VI</p> <p>Method books Duet books Appropriate small ensemble literature Instrumental solos</p> <p>Digital recording equipment Stereo equipment for playing of recordings of professional and student-prepared recordings Recordings of professional/college ensembles for demonstration and study</p> <p>Major, minor, chromatic scales sheets Major, minor, augmented and diminished arpeggios sheets</p> <p>Instrument inventory sufficient to balance instrumentation and provide appropriate sound colors for literature studied Assessment sheets for seating auditions, scale and arpeggio exams, rehearsal and concert assessments</p>	

## Course Description

### **Concert Choir – Grades 9-12 (Course/Performance Group)**

The Avon High School Concert Choir (phase 6) is a performing ensemble open to all students in grades 9-12. It provides an opportunity to learn basic music theory and improve vocal skills, and offers a place where students can meet in an atmosphere of acceptance and with common goals to enjoy and nurture their love for singing. There are currently two scheduled Concert Choir periods, allowing students flexibility in scheduling. Students are encouraged to participate in the ACDA (American Choral Directors Association) Fall Festival, and to audition for participation in the CMEA Regional and All State Festivals. Singing tests, twice for each marking period, are required of each student, with those tests scheduled before and after school, during free periods or study halls. In addition to performance tests, students are administered written tests.

Besides providing students an opportunity to develop vocal skills through this particular ensemble experience, the primary goal is to enhance their enjoyment of singing, and music in general, by developing **music literacy skills** (as outlined in the National Standards on Music), and expanding their knowledge of choral music repertoire. Therefore, the repertoire chosen for this ensemble is informed by these goals. Students learn to recognize styles, discern sounds, verbalize musical opinions, perform alone and with others, be responsible for the materials used in the rehearsals and those personally assigned to them, and to monitor the use of all the equipment used in the choral room.

### **Product Requirements for Success**

Students are assigned a music folder and are responsible for keeping the folder and music in good working condition.

Students are required to take their music home for individual study.

Students are required to seek extra help from the director, student mentor, or when available, a student teacher.

Students are required to take one formal singing test per marking period and one formal written exam at the end of each semester. They may, however, be asked to sing in small groups in class.

Students are **required** to participate in the three major concerts plus the three-night Madrigal Dinner.

Students are required to view video recordings and listen to audio tapes of their concerts prior to submitting written critiques of those concerts.

## **Strategies**

Students have daily drills in the following:

- physical warm-up,
- recognizing and writing key signatures and rhythmic patterns,
- ear training exercises using solfege and occasionally individual student demonstration,
- group sight singing exercises,
- vocalizations designed for developing specific skills (range, articulation, vowels, breathing, etc.) on which they are tested each marking period.

Discussions centered around the historical or literary context of the music being studied.

Students are encouraged to:

- study private voice,
- schedule into an ensemble appropriate to their skill level,
- attend concerts in the surrounding areas,
- be self-disciplined when in the act of music making,
- encourage classmates in their efforts to learn,
- respect and appreciate the richness of all musical genres,
- sing in small groups before the class

Students may choose to participate in field trips to local concert venues as well as professional productions in New York City.

## Student Learner Outcomes

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>a. <i>identify and demonstrate musical symbols related to rhythm, pitch, tempo, dynamics, and style</i></li> <li>b. <i>identify, write, and demonstrate all major key signatures</i></li> <li>c. <i>identify and demonstrate time signatures</i></li> <li>d. <i>interpret and perform at sight, written notation at grade level II on a scale of I-VI</i></li> </ol> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal drills, with questioning</i></li> <li>- <i>periodic objective quizzes</i></li> <li>- <i>individual checkups (twice quarterly), by which rubric is applied</i></li> <li>- <i>self-assessments</i></li> </ul>

## Student Learner Outcomes

7

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>2.1 perform alone and with others a varied repertoire of vocal music</p> <p>2.2 sing with proper tone quality</p>	<p><i>The student will be able to:</i></p> <p>a. <i>sing with expression and technical accuracy a varied repertoire of vocal music with a grade level of difficulty II-IV on a scale of I-VI</i></p> <p>b. <i>demonstrate proper tone individually</i></p> <p>c. <i>sing 4-part music with or without accompaniment</i></p> <p>d. <i>demonstrate ensemble skills</i></p> <p>e. <i>perform in double quartets</i></p> <p>a. <i>sing with expression and technical accuracy a varied repertoire of vocal music with a grade level of difficulty II-IV on a scale of I-VI</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>singing in double quartets in class (teacher oral assessment)</i></li> <li>- <i>individual checkups twice quarterly using appropriate rubric</i></li> <li>- <i>assessments of concerts (rubric)</i></li> <li>- <i>student self-assessment (reflective paper form)</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify the elements of music within a piece of music</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p>a. <i>identify the elements of music within a piece of music</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal discussions with questioning</i></li> <li>- <i>periodic objective written quizzes</i></li> <li>- <i>performance assessment rubric</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music and music performances</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>aurally identify correct and incorrect performance of rhythms in pieces being studied</i></li> <li>b. <i>aurally identify correct and incorrect performance of pitches in pieces being studied</i></li> <li>c. <i>identify the difference between incorrect pitch and faulty intonation</i></li> <li>d. <i>understand cultural differences in tone quality</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal discussions with student demonstrations and peer oral assessments</i></li> <li>- <i>performance self assessments (rubric)</i></li> </ul>

## Student Learner Outcomes

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**  
**- Demonstrate a knowledge of music history and cultural heritage.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the pieces being studies</p> <p>5.2 describe how the elements of music are used in music of other cultures</p>	<p><i>The student will be able to:</i></p> <p>a. describe performances by professional musicians and composers</p> <p>b. perform music of a variety of genres, cultures and historical periods</p> <p>c. place in historical context, where appropriate, the music being studied</p> <p>a. describe performances by professional musicians and composers</p> <p>b. perform music of a variety of genres, cultures and historical periods</p> <p>c. place in historical context, where appropriate, the music being studied</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- daily rehearsal discussions with questioning</li> <li>- periodic objective written quizzes</li> <li>- written concert assessments using appropriate rubric</li> </ul>

## Student Learner Outcomes

As a result of education in Concert Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate in small ensemble and large group performances</i></li> <li>b. <i>participate in public performances within the school and school community</i></li> <li>c. <i>participate in public performances outside of the school and school community</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>formal concert performance assessments using appropriate rubric</i></li> </ul>

## Concert Choir Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
<p>Choral music literature representative of Renaissance, Baroque, Classical Romantic, and Twentieth Century Eras</p> <p>Recordings of collegiate and professional choirs, local Regional and All State recordings for demonstration and study</p> <p>Successful Sight Singing – Nancy Telfer Method books 1 and 2</p> <p>Assessment rubrics for individual and ensemble assessment</p> <p>Digital recording equipment, CD editing and burning equipment and software</p>	

## Course Description

### **Chamber Choir – Grades 9-12 (Course/Performance Group)**

The Avon High School Chamber Choir (phase 7) is a highly selective performing ensemble open by audition only to students in grades 10-12. (Exceptional 9<sup>th</sup> graders are considered based on previous teacher's recommendations.) Singers chosen for this ensemble have the opportunity to experience college level choral repertoire ranging from the Renaissance to Twentieth Century, appreciating and understanding the significance of each piece of music, as well as learning vocal tone and technique appropriate for various styles. Continued emphasis is placed on developing music literacy, with special attention on sight singing. Numerous performing opportunities are provided throughout the year, at the school, in the community and surrounding towns, and out-of-state sites. Additional productions are the Madrigal Dinner and Broadway Cabaret. Members are strongly encouraged to make a personal commitment to excellence in singing by seeking private voice lessons, to audition for the Regional and All-State Festival, and to participate in the ACDA (American Choral Directors Association) Fall Festival. Individual and small group lessons with the director or student mentors may be available when time permits. Singing tests, in quartets during regular rehearsals, are scheduled on a monthly basis. Auditions for this ensemble are held in May of each year.

Besides providing students an opportunity to develop vocal skills at a higher level through this particular ensemble experience, the primary goal continues to be to enhance their enjoyment of singing, and music in general, by developing **music literacy skills** (as outlined in the National Standards on Music), and building on their evolving knowledge of choral music repertoire. Therefore, the repertoire chosen for this ensemble is informed by these goals. Through more complex music, students continue to learn to recognize styles, both culturally and of particular eras, discern sounds, verbalize musical opinions, perform alone and with others, be responsible for the materials used in the rehearsals and those personally assigned to them, and to monitor the use of all the equipment used in the choral room.

### **Product Requirements for Success**

Students are assigned a music folder and are responsible for keeping the folder and music in good working condition.

Students are required to learn specifically assigned music independently.

Students are required to seek extra help from the director, student mentor, or when available, a student teacher.

Students are required to take two singing tests, in quartets, per marking period and a written test at the end of each quarter. Students are required to critique these test performances.

Students are required to keep journals in which they are asked to comment on aspects of rehearsal, music, ensemble dynamics and to make suggestions for problem-solving. Journals are submitted every week.

Students are required to view video recordings and listen to audio tapes of their concerts prior to submitting written critiques of those concerts.

### **Strategies**

Daily drills in the following:

- physical warm-up,
- recognizing and writing key signatures and rhythmic patterns,
- ear training exercises using solfege and occasionally individual student demonstration,
- group sight singing exercises,
- vocalizations designed for developing specific skills (range, articulation, vowels, breathing, etc.) on which they are tested each marking period,
- rhythmic and melodic dictation.

Students are occasionally assigned to design and lead the preceding drills.

Discussions centered around the historical or literary context of the music being studied.

Students are assessed daily on effort, attitude, attentiveness, cooperation, and care of music, folder, and facility. These grades are averaged with all test grades each marking period.

Students are strongly encouraged to:

- have private voice lessons,
- attend concerts in the surrounding areas,
- develop self-discipline,
- encourage classmates in their efforts to learn (mentor),
- respect and appreciate the richness of all musical genres.
- participate in field trips to local concerts as well as professional musical productions in New York.

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>identify and demonstrate musical symbols related to rhythm, pitch, tempo, dynamics, and style</i></li> <li>b. <i>identify, write, and demonstrate all major and relative minor key signatures</i></li> <li>c. <i>identify and demonstrate time signatures as they relate to duple and triple meter</i></li> <li>d. <i>successfully take rhythmic and melodic dictation</i></li> <li>e. <i>interpret and perform at sight, written notation at grade level IV on a scale of I-VI</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal drills and objective questioning to check for factual understanding</i></li> <li>- <i>periodic objective quizzes</i></li> <li>- <i>individual checkups (twice quarterly)</i></li> <li>- <i>self-assessments through journals</i></li> <li>- <i>rhythmic and melodic dictation tests</i></li> </ul>

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 perform alone and with others a varied repertoire of vocal music</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>sing with expression and technical accuracy a varied repertoire of vocal music with a grade level of difficulty IV-VI on a scale of I-VI</i></li> <li>b. <i>sing 4-part music with or without accompaniment</i></li> <li>c. <i>demonstrate ensemble skills</i></li> <li>d. <i>perform solo literature for class and/or adjudication</i></li> <li>e. <i>perform in quartets</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>singing in quartets (or voicings needed) in class with oral / subjective assessment</i></li> <li>- <i>monthly singing tests (rubric)</i></li> <li>- <i>assessments of concerts (rubric)</i></li> <li>- <i>student self-assessment through journals</i></li> <li>- <i>peer assessments (rubric)</i></li> </ul>

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre</p> <p>3.3 create music based on harmonizing simple folk tunes</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify the elements of music within a piece of music and the composer's intent</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p>a. <i>identify the elements of music within a piece of music and the composer's intent</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p>c. <i>analyze the harmonic structure of the music being studied</i></p> <p>a. <i>learn simple folk melodies "by ear" and harmonize by listening to the harmonic structure</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal discussions and questioning</i></li> <li>- <i>periodic written quizzes</i></li> <li>- <i>new piece assessments</i></li> <li>- <i>journal entry reflections</i></li> </ul>

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music by using critical thinking and listening skills</p> <p>4.2 devise criteria for evaluating performances and varied repertoire</p>	<p><i>The student will be able to:</i></p> <p>a. <i>aurally identify incorrect performance of rhythms and offer correct rhythms</i></p> <p>b. <i>aurally identify incorrect performance of pitches and offer correct pitches</i></p> <p>c. <i>identify and demonstrate the difference between incorrect pitch and faulty intonation</i></p> <p>d. <i>understand cultural differences in tone quality and vocally adapt to the world music pieces being studied</i></p> <p>e. <i>aurally discern vocal classifications</i></p> <p>f. <i>aurally discern harmonic character of pieces being studied</i></p> <p>a. <i>aurally identify incorrect performance of rhythms and offer correct rhythms</i></p> <p>b. <i>aurally identify incorrect performance of pitches and offer correct pitches</i></p> <p>c. <i>identify and demonstrate the difference between incorrect pitch and faulty intonation</i></p> <p>d. <i>understand cultural differences in tone quality and vocally adapt to the world music pieces being studied</i></p> <p>e. <i>aurally discern vocal classifications</i></p> <p>f. <i>aurally discern harmonic character of pieces being studied</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal discussions with student demonstrations and questioning</i></li> <li>- <i>performance assessments (rubric)</i></li> <li>- <i>journal entry observations and evaluation</i></li> <li>- <i>new piece assessments</i></li> </ul>

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the pieces being studied</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>describe performances by professional musicians and composers</i></li> <li>b. <i>perform music of a variety of genres, cultures and historical periods conforming to the respective languages and idiosyncrasies of that culture's music</i></li> <li>c. <i>place in historical context, where appropriate, the music being studied</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal discussions and questioning</i></li> <li>- <i>periodic objective written quizzes</i></li> <li>- <i>written concert assessments</i></li> <li>- <i>journal entries</i></li> </ul>

## Student Learner Outcomes

As a result of education in Chamber Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate in solo, small ensemble and large group performances in community concerts</i></li> <li>b. <i>participate in public performances within the school and school community</i></li> <li>c. <i>participate in public performances outside of the school and school community</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>formal concert performance assessment (rubric)</i></li> <li>- <i>written self assessments of participation</i></li> </ul>

## Chamber Choir Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
<p>Choral music literature representative of Renaissance, Baroque, Classical, Romantic and Twentieth Century Eras</p> <p>Voice divisions of the chosen repertoire range from four to eight parts</p> <p>Recordings of collegiate, professional, Regional and All-State performances for tonal listening skills, foreign language pronunciations, and styles</p> <p>Successful Sight Singing Book 2 by Nancy Telfer</p> <p>Digital recording equipment</p>	

## Course Description

### **Women's Choir – Grades 10-12 (Course/Performance Group)**

The Avon High School Women's Choir (phase 6) is a performing ensemble open by audition to all female students in grades 10-12. Participation in this ensemble provides an opportunity for outstanding singers to rehearse and perform choral music written specifically for women's voices. These singers also continue instruction in music theory and work to improve vocal skills. A variety of music is chosen, based on the particular strengths and interest of the students, and the appropriateness for concerts. Students are encouraged to participate in the ACDA (American Choral Directors Association) Fall Festival, and to audition for participation in the CMEA Regional and All-State Festivals. Singing tests, twice for each marking period, are required of each student, with those tests scheduled before and after school, during free periods or study halls. In addition to performance tests, students are administered written tests.

Besides providing students an opportunity to develop vocal skills through this particular ensemble experience, the primary goal is to enhance their enjoyment of singing, and music in general, by developing **music literacy skills** (as outlined in the National Standards on Music), and expanding their basic knowledge of choral music repertoire for treble voices. Therefore, the repertoire chosen for this ensemble is informed by these goals. Students learn to recognize styles, discern sounds, verbalize musical opinions, perform alone and with others, be responsible for the materials used in the rehearsals and those personally assigned to them, and to monitor the use of all the equipment used in the choral room.

### **Product Requirements for Success**

Students are assigned a music folder and are responsible for keeping the folder and music in good working condition.

Students are required to take their music home for individual study.

Students are required to seek extra help from the director, student mentor, or when available, a student teacher.

Students are required to take two singing tests per marking period and a written exam at the end of each quarter.

Students are **required** to participate in the three major concerts plus the three-night Madrigal Dinner.

Students are required to view video recordings and listen to audio tapes of their concerts prior to submitting written critiques of those concerts.

Students may choose to participate in field trips to local concert venues as well as professional musical productions in New York.

## **Strategies**

Students have daily drills in the following:

- physical warm-up,
- recognizing and writing key signatures and rhythmic patterns,
- ear training exercises using solfege and occasionally individual student demonstration,
- group sight singing exercises,
- vocalizations designed for developing specific skills (range, articulation, vowels, breathing, etc.) on which they are tested each marking period.

Discussions centered around the historical or literary context of the music being studied.

Students are encouraged to:

- study private voice,
- schedule into an ensemble appropriate to their skill level,
- attend concerts in the surrounding areas,
- be self-disciplined when in the act of music making,
- encourage classmates in their efforts to learn,
- respect and appreciate the richness of all musical genres,
- sing in small groups before the class
- participate in ACDA, CMEA, and MENC sponsored festivals and events.

## Student Learner Outcomes

As a result of education in Women’s Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>identify and demonstrate musical symbols related to rhythm, pitch, tempo, dynamics, and style</i></li> <li>b. <i>identify, write, and demonstrate all major key signatures</i></li> <li>c. <i>identify and demonstrate time signatures</i></li> <li>d. <i>successfully take rhythmic dictation</i></li> <li>e. <i>interpret and perform at sight, written notation at grade level III on a scale of I-VI</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal drills and objective questioning to check for factual understanding</i></li> <li>- <i>periodic objective quizzes</i></li> <li>- <i>individual checkups (twice quarterly)</i></li> <li>- <i>self-assessments through journals</i></li> <li>- <i>rhythmic dictation tests</i></li> </ul>

## Student Learner Outcomes

As a result of education in Women's Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>2.1 perform alone and with others a varied repertoire of vocal music</p>	<p><i>The student will be able to:</i></p> <p>a. <i>sing with expression and technical accuracy a varied repertoire of vocal music with a grade level of difficulty III-V on a scale of I-VI</i></p> <p>b. <i>sing 3-part music with or without accompaniment</i></p> <p>c. <i>demonstrate ensemble skills</i></p> <p>d. <i>perform in trios</i></p> <p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>singing in trios (or voicings needed) in class with oral subjective assessment</i></li> <li>- <i>individual checkups twice quarterly</i></li> <li>- <i>assessments of concerts (rubric)</i></li> <li>- <i>student self-assessment through journals</i></li> <li>- <i>peer assessments using appropriate rubric</i></li> </ul>

## Student Learner Outcomes

As a result of education in Women's Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre</p> <p>3.3 create music based on harmonizing simple folk tunes</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify the elements of music within a piece of music and the composer's intent</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p>a. <i>identify the elements of music within a piece of music and the composer's intent</i></p> <p>b. <i>identify and describe the form of the music being studied</i></p> <p>a. <i>learn simple folk melodies "by ear" and add one harmony line</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>rehearsal discussions and questioning</i></li> <li>- <i>periodic written quizzes</i></li> <li>- <i>performance assessment rubric</i></li> </ul>

## Student Learner Outcomes

As a result of education in Women’s Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**  
**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 evaluate music by using critical thinking and listening skills</p> <p>4.2 devise criteria for evaluating performances and varied repertoire</p>	<p><i>The student will be able to:</i></p> <p>a. <i>aurally identify correct and incorrect performance of rhythms in pieces being studied</i></p> <p>b. <i>aurally identify correct and incorrect performance of pitches in pieces being studied</i></p> <p>c. <i>identify the difference between incorrect pitch and faulty intonation</i></p> <p>d. <i>understand cultural differences in tone quality</i></p> <p>e. <i>discern vocal classifications</i></p> <p>a. <i>aurally identify correct and incorrect performance of rhythms in pieces being studied</i></p> <p>b. <i>aurally identify correct and incorrect performance of pitches in pieces being studied</i></p> <p>c. <i>identify the difference between incorrect pitch and faulty intonation</i></p> <p>d. <i>understand cultural differences in tone quality</i></p> <p>e. <i>discern vocal classifications</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily rehearsal discussions with student demonstrations and questioning</i></li> <li>- <i>performance assessments (rubric)</i></li> <li>- <i>journal entry observations and evaluations</i></li> </ul>

## Student Learner Outcomes

As a result of education in Women’s Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**  
**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the pieces being studied</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. attend, observe, and describe performances by professional musicians and composers</li> <li>b. perform music of a variety of genres, cultures and historical periods</li> <li>c. place in historical context, where appropriate, the music being studied</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- daily rehearsal discussions and questioning</li> <li>- periodic objective written quizzes</li> <li>- written concert assessments</li> <li>- journal entries</li> </ul>

## Student Learner Outcomes

As a result of education in Women’s Choir, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate in solo, small ensemble and large group performances</i></li> <li>b. <i>participate in public performances within the school and school community</i></li> <li>c. <i>participate in public performances outside of the school and school community</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>formal concert performances assessment rubric</i></li> <li>- <i>self assessment through journals</i></li> </ul>

## Women's Choir Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
<p>Choral music literature representative of Renaissance, Baroque, Classical, Romantic and Twentieth Century Eras Voice divisions in the literature chosen range from unison to six-part</p> <p>Recordings of collegiate, professional, Regional and All-State performances for tonal listening skills, foreign language pronunciations, and styles</p> <p>Successful Sight Singing Book 1 by Nancy Telfer</p> <p>Digital recording equipment</p>	

## **Course Description**

### **Music Theory – Grades 9-12 (Course)**

This course includes instruction in musical notation in different clefs, time and key signatures, rhythms, major and minor scale constructions, counterpoint, intervals, triads and chords (including secondary dominants and seventh chords), functions of chords, inversions, non-chord tones, modulation, transposition, basic four-part harmony and voice leading, composition techniques, and ear-training. The course also includes an introduction to and use of “Finale” music writing software, and a final composition project utilizing such technology.

The purpose of this course is to provide both musically experienced and inexperienced students the opportunity to learn and use the language of music and learn about the subtleties and details of music which, when manipulated by the creative process, result in the musical or aesthetic experience. Students learn how musical elements interact and effect the aesthetic result, and as a result, are able to create their own music with planning and intent.

### **Product Requirements for Success**

Students will have regular worksheets, periodic exams which will be both written and oral, and will be required to produce a final project which will demonstrate a synthesis and mastery of the class material according to the sequence stated in the course syllabus.

### **Suggested Strategies**

It is suggested that theory classes be limited to a maximum of fifteen students, due to the creative and interpretive nature of the learning and product. A larger “board” area than the one currently available in the Band Room is recommended for music theory use. It is recommended that future school expansion plans include construction of a separate classroom for music and music technology.

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the course content</i></p> <p>b. <i>identify and demonstrate intervals, major key signatures and scales, in treble and bass clef, seven sharps to seven flats; minor scales, seven flats to seven sharps; major, minor, augmented, and diminished triads; seventh chords</i></p> <p>c. <i>identify and demonstrate time signatures in duple, triple, and mixed meters as appropriate to the course content</i></p> <p>d. <i>interpret and perform, at sight, single-line written music notation</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily worksheets measure comprehension</i></li> <li>- <i>ear training exercises / quizzes with rubrics</i></li> <li>- <i>tests and quizzes measure comprehension</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>2.1 perform on instruments or with voice, written music notation</p>	<p><i>The student will be able to:</i></p> <p>a. <i>perform, with expression and technical accuracy, a sample of musical notation appropriate to the student's level of skill development</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily worksheets measure comprehension</i></li> <li>- <i>ear training exercises / quizzes with rubrics</i></li> <li>- <i>notation/dictation exercises with rubrics</i></li> <li>- <i>tests and quizzes measure comprehension</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**

**- Describe, analyze and create music.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form, and timbre)</p> <p>3.2 analyze and distinguish elements of melody, harmony, rhythm, form, and timbre</p> <p>3.3 create music through interpreting music notation and through use of elements of music</p>	<p><i>The student will be able to:</i></p> <p>a. <i>define and demonstrate musical terms</i></p> <p>b. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the course content</i></p> <p>c. <i>identify, describe, and demonstrate expressive elements (i.e. phrase, non-chord tones) and / or compositional techniques used to make music expressive</i></p> <p>d. <i>analyze music through audio research</i></p> <p>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the course content</i></p> <p>b. <i>define and demonstrate musical terms</i></p> <p>c. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the course content</i></p> <p>d. <i>identify and use major, minor, augmented, diminished and seventh chords, secondary dominants, chord inversions, chord functions, modulation in class assignments</i></p> <p>e. <i>analyze music through audio research</i></p> <p>a. <i>identify and use major, minor, augmented, diminished and seventh chords, secondary dominants, chord inversions, chord functions, modulation in class assignments</i></p> <p>b. <i>notate single-line musical notation through dictation</i></p> <p>c. <i>transpose music for instruments</i></p> <p>d. <i>compose simple melodies/harmonies with music dictation/notation software</i></p>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3 (cont'd)**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.4 use computers / technology as a tool for analyzing, describing, and composing music</p>	<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>a. <i>identify and demonstrate rhythmic, pitch, dynamic, stylistic, and tempo markings appropriate to the course content</i></li> <li>b. <i>define and demonstrate musical terms</i></li> <li>c. <i>identify and describe the five elements (melody, harmony, rhythm, form, and timbre) in the course content</i></li> <li>d. <i>identify, describe, and demonstrate expressive elements (i.e. phrase, non-chord tones) and / or compositional techniques used to make music expressive</i></li> <li>e. <i>identify and use major, minor, augmented, diminished and seventh chords, secondary dominants, chord inversions, chord functions, modulation in class assignments</i></li> <li>f. <i>notate single-line musical notation through dictation</i></li> <li>g. <i>transpose music for instruments</i></li> <li>h. <i>compose simple melodies/harmonies with music dictation/notation software</i></li> <li>i. <i>analyze music through audio research</i></li> </ol> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily homework/worksheets measure comprehension</i></li> <li>- <i>supplemental creative assignments measure synthesis and application</i></li> <li>- <i>in-class dictation exercises with rubrics</i></li> <li>- <i>tests and quizzes measure comprehension</i></li> <li>- <i>final project measures synthesis and application of course topics</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise criteria for evaluating performances and compositions</p> <p>4.2 explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p><i>The student will be able to:</i></p> <p>a. <i>aurally and visually identify correct or incorrect performance of rhythms in class assignments</i></p> <p>b. <i>aurally and visually identify correct or incorrect performance of pitches in class assignments</i></p> <p>c. <i>aurally and visually identify slur, tenuto, legato, staccato, and marcato styles of articulation</i></p> <p>d. <i>aurally and visually identify tenuto, staccato, legato, and marcato styles of attack and release in class assignments</i></p> <p>e. <i>evaluate (verbally and in written form) individual and class assignments</i></p> <p>f. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p> <p>g. <i>aurally discriminate tone quality of various instrumental timbres</i></p> <p>a. <i>aurally and visually identify correct or incorrect performance of rhythms in class assignments</i></p> <p>b. <i>aurally and visually identify correct or incorrect performance of pitches in class assignments</i></p> <p>c. <i>aurally and visually identify slur, tenuto, legato, staccato, and marcato styles of articulation</i></p> <p>d. <i>aurally and visually identify tenuto, staccato, legato, and marcato styles of attack and release in class assignments</i></p> <p>e. <i>evaluate (verbally and in written form) individual and class assignments</i></p> <p>f. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></p> <p>g. <i>aurally discriminate tone quality of various instrumental timbres</i></p>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4 (cont'd)**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.3 use technology (recording/playback) as a tool for evaluating music</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>aurally and visually identify correct or incorrect performance of rhythms in class assignments</i></li> <li>b. <i>aurally and visually identify correct or incorrect performance of pitches in class assignments</i></li> <li>c. <i>aurally and visually identify slur, tenuto, legato, staccato, and marcato styles of articulation</i></li> <li>d. <i>aurally and visually identify tenuto, staccato, legato, and marcato styles of attack and release in class assignments</i></li> <li>e. <i>evaluate (verbally and in written form) individual and class assignments</i></li> <li>f. <i>evaluate music using the elements of music (melody, harmony, rhythm, form, timbre)</i></li> <li>g. <i>aurally discriminate tone quality of various instrumental timbres</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily homework/worksheets measure comprehension</i></li> <li>- <i>supplemental creative assignments measure synthesis and application of course goals</i></li> <li>- <i>in-class dictation exercises with rubrics</i></li> <li>- <i>tests and quizzes measure comprehension</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify by genre or musical style, or by historical period or culture, the course content being studied</p> <p>5.2 identify various uses and types of music in their daily lives and describe characteristics that make certain music suitable for each use</p> <p>5.3 use computers / recording technology as a tool to learn about music history and cultural heritages</p>	<p><i>The student will be able to:</i></p> <p>a. attend, observe, and describe performances by professional musicians and composers</p> <p>b. listen to music of a variety of genres, cultures and historical periods</p> <p>c. place in historical context, where appropriate, the course content being studied</p> <p>d. listen to compiled musical selections on burnt CDs and make comparisons</p> <p>a. listen to music of a variety of genres, cultures and historical periods</p> <p>b. place in historical context, where appropriate, the course content being studied</p> <p>c. demonstrate self confidence, discipline, and accepted audience decorum appropriate to a concert situation</p> <p>d. listen to compiled musical selections on burnt CDs and make comparisons</p> <p>a. attend, observe, and describe performances by professional musicians and composers</p> <p>b. listen to music of a variety of genres, cultures and historical periods</p> <p>c. place in historical context, where appropriate, the course content being studied</p> <p>d. listen to compiled musical selections on burnt CDs and make comparisons</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>- daily homework/worksheets measure comprehension</li> <li>- supplemental creative assignments measure synthesis and application of course goals</li> <li>- in-class dictation exercises with rubrics</li> <li>- tests and quizzes measure comprehension</li> </ul>

## Student Learner Outcomes

As a result of education in Music Theory, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 utilize his/her skills in order to participate in the cultural and musical life of the community</p>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>a. <i>participate, as an audience participant or performer, in solo, small ensemble and large group performances</i></li> <li>b. <i>participate, as an audience participant or performer, in public performances within the school and school community</i></li> <li>c. <i>participate, as an audience participant or performer, in public performances outside of the school and school community</i></li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>concert reviews for creative synthesis</i></li> <li>- <i>informal class discussions measure comprehension</i></li> <li>- <i>evaluation rubrics</i></li> </ul>

## Music Theory Curriculum Materials List

<b>CORE</b>	<b>SUPPLEMENTAL</b>
Textbook & Workbook – Kostka/Payne Tonal Harmony with accompanied CDs	A New Approach to Sight Singing Berkowitz / Frontrier / Kraft
Music literature recordings for analysis and examples	Music for Analysis Benjamin / Horvit / Nelson
Large whiteboard with music staff lines	Anthology for Musical Analysis Burkhart
Audio equipment for listening to recordings	
Staff paper	
MIDI (musical instrument digital interface) keyboards & computers	
Music notation software Finale / Sibelius	
Music sequencing software Mastertracks / Digital Performer	
CD burner	

## **Course Description**

### **Music Spectrum – Grades 9-12 (Course)**

This semester course is a new and different approach to music appreciation, and is designed for all who are interested in learning more about the history of music and the musics of the world. The course begins with a look at why today's music is the way it is. A similar investigation is then made of music from the past, starting with the Middle Ages and Renaissance, through the Baroque, Classical, and Romantic eras. Understanding the musical / artistic developments evolving from these eras clearly gives a more meaningful perspective of the arts in the Twentieth Century. Of supreme importance in this class is the opportunity to listen to, discuss and compare all these compositional styles and the emotions associated with music making through the centuries. The final studies of the histories of jazz, blues, and rock. Every course topic deals not only with music but with other aspects of culture, such as literature, art, philosophy, and architecture. Guest musicians, historians, and field trips to concerts are possible when appropriate.

### **Product Requirements for Success**

Students will have regular in-class assignments, homework, projects, and periodic exams that will demonstrate a synthesis and mastery of the class material according to the sequence and standards stated in the course syllabus.

### **Strategies**

To achieve proficiency in describing music, students must learn music terminology. Students will be required to submit reflective papers summarizing discussions, incorporating terms from the vocabulary list attached to the syllabus. Students are constantly asked why music is the way it is.

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #1**

**- Demonstrate the art of reading and interpreting music notation.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>1.1 read and interpret music notation</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify and write musical symbols related to rhythm, pitch, tempo, dynamics, and style</i></p> <p>b. <i>understand tonal concepts</i></p> <p>c. <i>identify and interpret time signatures</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily review and questioning to measure comprehension</i></li> <li>- <i>periodic written quizzes using a piece of music to measure comprehension and synthesis of course goals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #2**

**- Perform music independently and with others.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p><b>Not applicable in this class.</b></p>	<p><i>The student will be able to:</i></p>

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #3**  
**- Describe, analyze and create music.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>3.1 describe elements of music (melody, harmony, rhythm, form and timbre)</p> <p>3.2 distinguish elements of melody, harmony, rhythm, form and timbre</p>	<p><i>The student will be able to:</i></p> <p>a. <i>identify the elements of music within a piece of music</i></p> <p>b. <i>identify and describe form in music</i></p> <p>a. <i>aurally identify and describe a composers use of text and the way in which it works with the music</i></p> <p>b. <i>aurally identify harmonic structure</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>informal discussions and questioning to measure comprehension</i></li> <li>- <i>periodic written quizzes to measure comprehension</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #4**

**- Evaluate music by using critical thinking and listening skills.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>4.1 devise criteria for evaluating performances</p> <p>4.2 explain, using appropriate music terminology, personal preferences for specific musical works and styles</p>	<p><i>The student will be able to:</i></p> <p>a. <i>aurally identify incorrect performance of rhythms</i></p> <p>b. <i>aurally identify incorrect performance of pitches</i></p> <p>a. <i>aurally discern vocal classifications</i></p> <p>b. <i>discern harmonic character of music (recorded and written)</i></p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- <i>daily class discussions to measure comprehension</i></li> <li>- <i>periodic listening quizzes using professional recordings of soloists, choirs, and orchestras to synthesize course goals</i></li> <li>- <i>written critiques of concerts for application of course goals</i></li> <li>- <i>group / individual projects for application of course goals</i></li> </ul>

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #5**

**- Demonstrate a knowledge of music history and cultural heritage.**

<b>LEARNER OUTCOMES</b>	<b>SAMPLE INDICATORS/ASSESSMENTS OF LEARNING</b>
<p><i>The student will know how to:</i></p> <p>5.1 classify music by genre or musical style, or by historical period or culture</p> <p>5.2 identify various uses and types of music in their daily lives and describe characteristics that make certain music suitable for each use</p>	<p><i>The student will be able to:</i></p> <p>a. attend, observe and describe performances by professional musicians and composers</p> <p>b. identify music from various cultures and historical periods</p> <p>c. understand the evolution of music and the ever-changing aesthetics of different generations</p> <p>a. attend, observe and describe performances by professional musicians and composers</p> <p>b. identify music from various cultures and historical periods</p> <p>c. articulate his/her preferences for music, describing the elements of most appeal</p> <p>d. understand the evolution of music and the ever-changing aesthetics of different generations</p> <p>e. respect the art of music performance and performers</p> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>- daily class discussions and questioning to measure comprehension</li> <li>- periodic written quizzes to measure comprehension</li> <li>- reflective journals to measure application of course ideas</li> </ul>

## Student Learner Outcomes

As a result of education in Music Spectrum, students, independently and collaboratively, will be able to:

**GOAL: District Goal #6**

**- Participate in the cultural / musical life of the community through involvement in local and regional music / arts opportunities.**

LEARNER OUTCOMES	SAMPLE INDICATORS/ASSESSMENTS OF LEARNING
<p><i>The student will know how to:</i></p> <p>6.1 appreciate the efforts of the school and community musical life</p>	<p><i>The student will be able to:</i></p> <p>a. support cultural events in the community with a musically sophisticated understanding</p>

## Music Spectrum Curriculum Materials List

CORE	SUPPLEMENTAL
<p>Experiencing Music, textbook and accompanying workbook Richard Wingell</p> <p>Recordings, CDs, cassettes, all appropriate to units studied</p> <p><u>Listen</u> textbook and CDs by Kerman &amp; Tomlinson</p> <p>Audio equipment to listen to recordings</p> <p>Music videos of an historic nature (Amadeus, Bernstein's Young People's Concerts, etc.)</p>	<p>Understanding Music – Jeremy Yudkin</p> <p>Videos / DVDs of Appalachian Spring The Rite of Spring The Magic Flute</p>

# **APPENDICES**

- **Program Implementation**

## PROGRAM IMPLEMENTATION

To facilitate the effective implementation of the Avon Public Schools Music Curriculum, teachers, as they use the Curriculum Guide, have submitted sample lesson plans which are aligned or illustrative of learner outcomes / objectives.

### Avon Public School System

#### Sample Lesson Plan

Grade \_\_\_\_\_ Theme / Topic \_\_\_\_\_

Goal \_\_\_\_\_

**Learner Outcome (objective):**

*The student will know and be able to demonstrate:*

**Activity:**

**Materials:**

**Procedures (steps):**

**Assessment of Learning:**

**Teacher Comments:**

*There will be sample lesson plans developed for each grade level. These will appear in the Music Compendium Guide.*