



Music

Madison Public Schools
Madison, Connecticut

Dear Interested Reader:

*The following document is the Madison Public Schools'
Music Curriculum Guide.*

*If you plan to use the whole or any parts of this
guide, it would be appreciated if you credit the
Madison Public Schools, Madison, Connecticut
for the work.*

Thank you in advance.

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Foreword

The music curriculum has been developed for the Madison school system from the newly published national Standards for Arts Education, which are defined as Dance, Music, Theater, 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 Madison School System will provide assistance and support to Madison music teachers and administrators in the implementation of a comprehensive K-12 music program. The material described in this guide will assist music teachers in designing music lesson plans that will give each student the chance to meet the content and performance, or achievement, standards in music. It is intended to give music teachers a flexible guideline in the design and delivery of a meaningful and relevant music program that is planned, ongoing and systematic.

Members of the Music Curriculum Committee:

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Music

Program Overview

Program Overview

The Madison Curriculum Management Cycle addresses the need for the continual improvement and/or updating of the schools' instructional programs through the periodic reexamination of curriculum. The process is recursive and usually occurs within a five year cycle. The full cycle includes two phases. Phase I: Development/Revision and Phase II: Implementation. Phase I has two steps: Step 1: Program Evaluation and Step 2: Research and Development. Phase II has two steps: Step 1: Implementation and Step 2: Monitoring.

The music subject area committee as of December 1995 has completed the first two steps of Phase I of curriculum revision. After review of the curriculum by the district-wide curriculum council, the Superintendent of Schools and the Board of Education, it is anticipated that in January 1997 Phase II: Step 1: Implementation will be initiated.

As a result of careful study, the music committee has ensured that the revised curriculum is in alignment with the national standards developed for music. Although the language in the Madison Public Schools' curriculum guide is not exactly the same as the language in the national standards' document, the content of the goals and the objectives reflects the content contained within the national standards and their corresponding benchmarks.

The subject area committee throughout Phase I: Step 2: Research and Development of the Madison Curriculum Management Cycle examined several curriculum guides from schools districts within the state as well as the most recent Connecticut State Department of Education effort. The articulation of the guide's goals and objectives across grade levels has been examined carefully and has been achieved to the satisfaction of the music subject area committee charged with the development of the guide. The committee believes that the Madison Public School System has developed a quality music program that is planned, ongoing, and systematic.

H. Kaye Griffin
Superintendent of Schools

Karen A. Costello
Assistant Superintendent



Music

Program Components & Framework

Program Components and Framework

All of the curriculum guides developed for the Madison 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 and do more in the given discipline is nurtured.

Grouping Policy

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

Goals

Goals address what students should know and be able to do after experiencing a quality curriculum in grades K-12. Connecticut's Common Core of Learning (1985, 1987) states 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.

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.

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 which 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

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.

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.

Classroom Environment Statement

The teaching and learning environment for instrumental, vocal and classroom instruction should be designed on an individual and group basis. The size, configuration and equipment used in these spaces will depend on the enrollment and organization of classes as well as the educational goals outlined in the curriculum. Music instructors in the Madison Public School believe the following would promote an ideal music environment:

- Classrooms should be an average of 25 square feet per student, equipment should include an electronic keyboard and/or piano, a computer attached to a TV and VCR for class viewing, a combination CD, tape, and record player and a chalkboard.
 - Rehearsal rooms for individuals as well as small groups should be available. Acoustic treatment of these spaces is critical.
 - Offices for faculty which may double as teaching studios should be available.
 - Each school should have a library or a section of a library for music. Space and equipment for sorting, cataloging and storing music would be ideal.
 - Listening areas equipped for playing and recording music should be designed for all schools.
 - Electronic music lab equipped with computers, M.I.D.I. keyboards and appropriate music software should be available.
 - Storage areas to accommodate musical instruments, teaching aids, uniforms, stands, risers, shells, and other performance apparatus should be located close to areas where equipment is used.
 - Performance areas available for all vocal and instrumental groups should be considered critical.
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Grouping Statement

Grades K-4

Students attend classroom vocal music classes in grades K-4 by heterogeneous regular classrooms.

Instrumental lessons are taught in heterogeneous group lessons in grade 4 by like or mixed instruments. Ensemble rehearsal in grade 4 includes all members of the ensemble. Stage Band in grade 4 is selected by audition.

Grades 5-8

Students attend classroom vocal music classes in grades 5 and 6 by heterogeneous regular classrooms. Students attend electronic music classes in grade 8 by heterogeneous teams.

Instrumental lessons are taught in heterogeneous group lessons in grade 5 by like or mixed instruments. Instrumental lessons in grade 6 are taught in groups of like instruments and by ability. Sectional rehearsals in grades 7 and 8 are heterogeneous and include all members of each section of the ensemble. Ensemble rehearsals in grades 5, 6, 7, and 8 include all members of the ensemble.

Stage Band, Chamber Orchestra, Instrumental Ensembles and Vocal Ensembles in grades 5, 6, 7, and 8 are selected by audition.

Grades 9-12

Students select courses according to the course description and requirements.

Music Philosophy

Music plays an essential role in the education of all students. Music is a unique language for expression. As far back as the ancient Greeks, music has been considered the mirror of the soul. Music expresses spiritual and emotional values that are both personal and universal. Music expands the creative capabilities of each person and contributes greatly to increased learning capacities in diverse subject areas. The study and performance of music integrates and harmonizes the mind and body and promotes a sense of well-being. Music is a universal language which provides the means to overcome political and geographic barriers.

In our highly technical and rapidly changing society, music remains a constant link to the past, provides an understanding of the present, and establishes a path to the future. Music offers limitless possibilities to enhance the quality of life.

Arts Goals *

By the end of grade 12, all students should be broadly educated in all of the arts - dance, music, theater, and the visual arts. Additionally, all students in grades 9 - 12 should develop more in depth learning in one of the aforementioned art forms. They should:

GOAL 1: demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and the diverse cultural and historical contexts of the arts, through the three artistic processes:

A. Creating: imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings;

B. Performing: selecting, analyzing, interpreting, and evaluating music works and through performance; and

C. Responding: selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

GOAL 2: master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form; and/or

B. pursue further study in preparation for a career.

GOAL 3: demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

GOAL 4: seek arts' experiences and participate in the artistic life of the school and community.

* The following is the graduation requirement at Daniel Hand High School. The State of Connecticut has mandated the following minimum graduation requirements: Not fewer than one (1) must be in the arts or vocational education.



Music

Student Outcomes and Assessments Grades K - 4

	30 Minute period(s) p/week	40 Minute period(s) p/week
Vocal Program		
Kindergarten	1	
Grade 1	2	
Grade 2	2	
Grade 3		1
Grade 4		1
Instrumental Program		
Grade 4 - Group Lesson		1
Grade 4 - Ensemble Class		1
Stage Band		
Grade 4		1

In light of time constraints and varying developmental stages of our students, the music curriculum is aligned with the National Music Standards which organizes the learner outcomes and the sample indicators / assessments in a K-4 configuration. Therefore, the curriculum provides a five year span for attaining proficiency of skills.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part A - CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 improvise melodies, variations and melodic accompaniments.</p>	<p><i>The student will be able to:</i></p> <p>1.1a improvise “answers” in the same style to given rhythmic and melodic phrases.</p> <p>1.1b improvise simple rhythmic and melodic ostinato accompaniments.</p> <p>1.1c improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.</p> <p>1.1d improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means.</p>
<p>1.2 compose and arrange music within specified guidelines.</p>	<p>1.2a create and arrange music to accompany readings or dramatizations.</p> <p>1.2b create and arrange short songs and instrumental pieces within specified guidelines.</p> <p>1.2c use a variety of sound sources when composing.</p>

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.3 sing, alone and with others, a varied repertoire of music.	1.3a sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo. 1.3b sing expressively, with appropriate dynamics, phrasing, and interpretation. 1.3c sing from memory a varied repertoire of songs representing genres and styles from diverse cultures. 1.3d sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.
1.4 perform on instruments, alone and with others, a varied repertoire of music.	1.4a perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo. 1.4b perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments. 1.4c perform expressively a varied repertoire of music representing diverse genres and styles. 1.4d perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor. 1.4e perform independent instrumental parts while other students sing or play contrasting parts.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.5 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.5a read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures.</p> <p>1.5b use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys.</p> <p>1.5c identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.</p> <p>1.5d use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.</p>
<p>1.6 listen to, move to, analyze, and describe music.</p>	<p>1.6a identify simple music forms when presented aurally.</p> <p>1.6b demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.</p> <p>1.6c use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances.</p> <p>1.6d identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.</p> <p>1.6e respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.</p>

1.7 evaluate music and music performances.

- 1.7a devise criteria for evaluating performances and compositions.
1.7b explain, using appropriate terminology, their personal preferences for specific musical works and styles.
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1.8 understand relationships between music, the other arts, and disciplines outside the arts.

- 1.8a identify similarities and differences in the meanings of common terms used in the various arts.
1.8b demonstrate awareness of how other disciplines taught in the school are interrelated with those of music.
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1.9 understand music in relation to history and culture.

- 1.9a identify by genre or style aural examples of music from various historical periods and cultures.
1.9b describe in simple terms how elements of music are used in music examples from various cultures of the world.
1.9c identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
1.9d identify and describe roles of musicians in various music settings and cultures.
1.9e demonstrate audience behavior appropriate for the context and style of music performed.



Music

Student Outcomes and Assessments Grades 5 – 8

Vocal Program
Instrumental Program - Group
Instrumental Program - Ensemble
Chorus
Band
Stage Band
Band and Orchestra - Group
Band and Orchestra - Ensemble
Orchestra
Electronic Music

40 Minute period(s) p/week			
Grade 5	Grade 6	Grade 7	Grade 8
1	2		
	3	1 to 4	1 to 4
		4	4
1	1	1	1
	1		
	3		
		5	5
			1

In light of time constraints and varying developmental stages of our students, the music curriculum is aligned with the National Music Standards which organizes the learner outcomes and the sample indicators / assessments in a 5 - 8 configuration. Therefore, the curriculum provides a four year span for attaining proficiency of skills.

Goal 1. The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part A - CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 improvise melodies, variations and melodic accompaniments.</p>	<p><i>The student will be able to:</i></p> <p>1.1a improvise simple harmonic accompaniments.</p> <p>1.1b improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.</p> <p>1.1c improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>
<p>1.2 compose and arrange music within specified guidelines.</p>	<p>1.2a compose short pieces within specified guidelines, demonstrating knowledge of the elements of music.</p> <p>1.2b arrange simple pieces for voices or instruments other than those for which the pieces were written.</p> <p>1.2c use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.</p>

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 sing, alone and with others, a varied repertoire of music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.</p> <p>1.3b sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.</p> <p>1.3c sing music representing diverse genres and cultures, with expression appropriate for the work being performed.</p> <p>1.3d sing music written in two and three parts.</p> <p><i>Students who participate in choral ensemble will:</i></p> <p>1.3e sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.</p>
<p>1.4 perform on instruments, alone and with others, a varied repertoire of music.</p>	<p>1.4a perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control.</p> <p>1.4b perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6.</p> <p>1.4c perform music representing genres and cultures, with expression appropriate for the work being performed.</p>

- 1.4d play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Students who participate in an instrumental ensemble or class will:

- 1.4e perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.5 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.5a read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures.</p> <p>1.5b read at sight simple melodies in both the treble and bass clefs.</p> <p>1.5c identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p> <p>1.5d use standard notation to record their musical ideas and the musical ideas of others.</p> <p><i>Students who participate in a choral or instrumental ensemble or class will:</i></p> <p>1.5e sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.</p>

1.6 listen to, move to, analyze, and describe music.

1.6a describe specific music events in a given and aural example,

using appropriate terminology.

1.6b analyze the uses of elements of music in aural examples representing diverse genres and cultures.

1.6c demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.

1.7 evaluate music and music performances.

1.7a develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.

1.7b evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

1.8 understand relationships between music, the other arts, and disciplines outside the arts.

1.8a compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions of ideas into works of art.

1.8b describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

1.9 understand music in relation to history and culture.

1.9a describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

1.9b classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

1.9c compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically performed.



Music

Student Outcomes and Assessments

**Course Descriptions
Grades 9 -12**

Students selecting non-performance courses meet five times per week for one semester or the full year. Students selecting performance courses meet five times per week for the full year.

DHHS

Music / Grades 9 - 12

Course Title: Stage Band

Description of Course

This course provides proficient instrumental players with a small group stage band experience. Stage band students are selected by audition. Students rehearse with their instrument daily, preparing for a wide variety of stage band performances, including formal concerts, community service performances, adjudication festivals and activities which require a small ensemble. Through their participation, students increase proficiency on their instruments and have the opportunity to experiment with improvisation.

Purpose

The purpose of this course is to give students an opportunity to perform in a select group while developing skills in improvisation, independent part playing and soloing. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Daily student practice of 30 minutes is required.

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, articulation and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically submit a cassette recording of their playing for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts and at athletic contests.

Students and parents sign a contract at the beginning of the year committing to full participation in the stated band activities.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications / contests.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part A - CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 / 2.1 improvise melodies, variations and melodic accompaniments.	1.1a / 2.1a improvise stylistically appropriate harmonizing parts. 1.1b / 2.1b improvise melodic and rhythmic variations. 1.1c / 2.1c improvise original melodies over given chord progressions each in a consistent style, meter, and tonality.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.2 / 2.2 perform alone and with others, a varied repertoire of music.	1.2a / 2.2a perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4 or 5, on a scale of 1 - 6.

- 1.2b / 2.2b perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
- 1.2c / 2.2c perform in small ensembles with one student on a part.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:
Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 / 3.3 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a / 3.3a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.3b / 3.3b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p>
<p>1.4 / 3.4 listen to, analyze, and describe music.</p> <p>musical work, and give examples of other works that make</p>	<p>1.4a / 3.4a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.4b / 3.4b demonstrate extensive knowledge of the technical vocabulary of music.</p> <p>1.4c / 3.4c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a similar uses of these devices and techniques.</p> <p>1.4d / 3.4d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.4e / 3.4e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>

1.5 / 3.5 evaluate music and music performances.	1.5a / 3.5a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.
	1.5b / 3.5b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.
emotions.	1.5c / 3.5c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

1.6 / 3.6 understand relationships between music, the other arts, and disciplines outside the arts.	1.6a / 3.6a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
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1.7 / 3.7 understand music in relation to history and culture.	1.7a / 3.7a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.
	1.7b / 3.7b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians to associate with them.
	1.7c / 3.7c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
	1.7d / 3.7d identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context.

DHHS

Music / Grades 9 - 12

Course Title: String Orchestra

Description of Course

This course provides proficient string or keyboard players with a string orchestra experience. Students rehearse with their instrument daily, preparing for a wide variety of performances, including formal concerts, community service performances, musical shows and adjudication festivals. Through their participation, students increase proficiency on their instruments and experience many musical activities.

Purpose

The purpose of this course is to give students an opportunity to continue the study of a musical instrument through the orchestra program. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Daily student practice of 30 minutes is required.

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, articulation, bowings and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically submit a cassette recording of their playing for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts.

Students draft and sign a contract at the beginning of each quarter detailing mutually agreed upon areas they wish to improve on.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications/contests.

Students form small ensembles which rehearse and perform for the class to critique.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.2 / 2.2 perform alone and with others, a varied repertoire of music.	1.2a / 2.2a perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4 or 5, on a scale of 1 - 6.
	1.2b / 2.2b perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
	1.2c / 2.2c perform in small ensembles with one student on a part.
	1.2d / 2.2d perform solo literature for class or adjudications.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationship among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 / 3.3 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a / 3.3a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.3b / 3.3b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p>
<p>1.4 / 3.4 listen to, analyze, and describe music.</p> <p>musical work, and give examples of other works that make</p>	<p>1.4a / 3.4a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.4b / 3.4b demonstrate extensive knowledge of the technical vocabulary of music.</p> <p>1.4c / 3.4c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a similar uses of these devices and techniques.</p> <p>1.4d / 3.4d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.4e / 3.4e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>

1.5 / 3.5 evaluate music and music performances.

1.5a / 3.5a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.

1.5b / 3.5b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.

1.5c / 3.5c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

emotions.

1.6 / 3.6 understand relationships between music, the other arts, and disciplines outside the arts.

1.6a / 3.6a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

1.7 / 3.7 understand music in relation to history and culture.

1.7a / 3.7a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.

1.7b / 3.7b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians to associate with them.

1.7c / 3.7c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

1.7d / 3.7c identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context.

DHHS

Music / Grades 9 - 12

Course Title: Intro Chorus

Description of Course

This course provides interested singers with a choral experience. Students rehearse daily, concentrating on vocal production and ensemble skills. Concerts are prepared and through their participation, students develop an understanding of the requirements and benefits of joining the Advanced Chorus.

Purpose

The purpose of this course is to give students an opportunity to continue the study of voice through the choral program. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Daily student practice of 30 minutes is required.

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, breathing, phrasing, and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically sing for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications / contests.

Students learn short solos or participate in small ensembles which rehearse and perform for the class to critique.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:
Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:
A. continue lifelong appreciation and involvement in creation or performance of that art form and/or
B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.2 / 2.2 perform alone and with others, a varied repertoire of music.</p>	<p><i>The student will be able to:</i></p> <p>1.2a / 2.2a sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p> <p>1.2b / 2.2b sing music written in four parts, with and without accompaniment.</p> <p>1.2c / 2.2c demonstrate well-developed ensemble skills.</p> <p>1.2d / 2.2d perform solo literature for class or adjudication.</p>

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 / 3.3 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a / 3.3a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.3b / 3.3b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p>
<p>1.4 / 3.4 listen to, analyze, and describe music.</p> <p>musical work.</p>	<p>1.4a / 3.4a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.4b / 3.4b demonstrate basic knowledge of the technical vocabulary of music.</p> <p>1.4c / 3.4c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a</p> <p>1.4d / 3.4d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.4e / 3.4e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>

1.5 / 3.5 evaluate music and music performances.

1.5a / 3.5a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.

1.5b / 3.5b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.

1.5c / 3.5c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

emotions.

1.6 / 3.6 understand relationships between music, the other arts, and disciplines outside the arts.

1.6a / 3.6a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

1.7 / 3.7 understand music in relation to history and culture.

1.7a / 3.7a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.

1.7b / 3.7b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians to associate with them.

1.7c / 3.7c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

1.7d / 3.7d identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context.

DHHS

Music / Grades 10 - 12

Course Title: Advanced Chorus

Description of Course

This course provides proficient signers with a choral experience. Students rehearse with the group daily, preparing for a wide variety of performances, including formal concerts, community service performances, musical shows and adjudication festivals. Through their participation, students increase vocal proficiency and experience many musical activities.

Purpose

The purpose of this course is to give students an opportunity to continue the study of voice through the choral program. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, breathing, phrasing, and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically sing alone for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications/contests.

Students learn solos or participate in small ensembles which rehearse and perform for the class to critique.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 / 2.1 perform alone and with others, a varied repertoire of music.	<p>1.1a / 2.1a sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4 or 5, on a scale of 1 - 6.</p> <p>1.1b / 2.1b sing music written in four parts, with and without accompaniment.</p> <p>1.1c / 2.1c demonstrate well-developed ensemble skills.</p> <p>1.1d / 2.1d perform solo literature for class or adjudication.</p> <p>1.1e / 2.1e sing in small ensembles with one student on a part.</p>

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.2 / 3.2 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.2a / 3.2a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.2b / 3.2b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p>
<p>1.3 / 3.3 listen to, analyze, and describe music.</p> <p>musical work, and give examples of other works that make techniques.</p>	<p>1.3a / 3.3a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.3b / 3.3b demonstrate basic knowledge of the technical vocabulary of music.</p> <p>1.3c / 3.3c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a similar use of these devices and</p> <p>1.3d / 3.3d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.3e / 3.3e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>

1.4 / 3.4 evaluate music and music performances.	1.4a / 3.4a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.
	1.4b / 3.4b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.
emotions.	1.4c / 3.4c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

1.5 / 3.5 understand relationships between music, the other arts, and disciplines outside the arts.	1.5a / 3.5a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
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1.6 / 3.6 understand music in relation to history and culture.	1.6a / 3.6a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.
	1.6b / 3.6b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
	1.6c / 3.6c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
	1.6d / 3.6d identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context.

DHHS

Music / Grades 10 - 12

Course Title: Waes Haeil

Description of Course

Waes Haeil Madrigals is made up of students who have shown outstanding vocal ability through an audition process. Students study and rehearse madrigal style music from the 16th century to the present. The style is primarily "a cappella," preparing for a wide variety of performances, including formal concerts, community service performances, musical shows and adjudication festivals. In addition, the group creates and maintains their own Elizabethan costumes for performance purposes.

Purpose

The purpose of this course is to give outstanding vocalists an opportunity to rehearse and perform with a select, advanced vocal ensemble. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, breathing, phrasing, and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically sing alone for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications/contests.

Students learn solos or participate in small ensembles which rehearse and perform for public concerts.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.2 / 2.2 sing alone and with others, a varied repertoire of music.	1.2a / 2.2a sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4 or 5, on a scale of 1 - 6.
	1.2b / 2.2b sing music written in four parts, with and without accompaniment.
	1.2c / 2.2c demonstrate well-developed ensemble skills.
	1.2d / 2.2d perform solo literature for class, adjudication or concert.
	1.2e / 2.2e sing in small ensembles with one student on a part.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 / 3.3 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a / 3.3a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.3b / 3.3b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1 - 6.</p>
<p>1.4 / 3.4 listen to, analyze, and describe music.</p> <p>musical work, and give examples of other works that make</p>	<p>1.4a / 3.4a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.4b / 3.4b demonstrate basic knowledge of the technical vocabulary of music.</p> <p>1.4c / 3.4c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a similar use of these devices and techniques.</p> <p>1.4d / 3.4d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.4e / 3.4e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>

<p>1.5 / 3.5 evaluate music and music performances.</p> <p>emotions.</p>	<p>1.5a / 3.5a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.</p> <p>1.5b / 3.5b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.</p> <p>1.5c / 3.5c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and</p>
<p>1.6 / 3.6 understand relationships between music, the other arts, and disciplines outside the arts.</p>	<p>1.6a / 3.6a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.</p>
<p>1.7 / 3.7 understand music in relation to history and culture.</p>	<p>1.7a / 3.7a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.</p> <p>1.7b / 3.7b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.</p> <p>1.7c / 3.7c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.</p> <p>1.7d / 3.7d identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context.</p>

DHHS

Music / Grades 9 - 12

Course Title: Music Theory

Description of Course

This course provides the serious music student with specialized knowledge of the structure of music. It includes the study of: staff, clef, meter, rhythm, notation, scale construction, keys, intervals, three-tone and four-tone chord structure, key relationships, and tonal relationships with the key. Sight-reading and ear training are also studied.

Purpose

The purpose of this course is to teach music theory as a means of understanding and interpreting music. In addition, music theory class includes ear training exercises for students to develop valuable skills in writing down music as dictated. Many colleges and universities expect students entering in music to have a basic knowledge of theory.

Materials Cited

Text: The Practice of Harmony, Prentice Hall

Computer Software: Practica Musica (Ars Nova); Finale (Coda); Logic (E-Magic)

Product Requirements of Success

Computer disks and notebooks are maintained by each student containing theory assignments in progress.

Student Progress is constantly checked by means of tests, quizzes and computer generated assessment tools.

Suggested Strategies

Students practice taking dictation daily and review theory principles.

Students sing at sight and write examples of the elements being studied.

Students are shown how to use the computer to analyze examples and provide dictation models.

Students will analyze compositions of various composers as well as their own compositions.

**Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:
Part A - CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings.**

**Goal 2: The student will master at least one art form sufficiently to:
A. continue lifelong appreciation and involvement in creation or performance of that art form and/or
B. pursue further study in preparation for a career.**

Learner Outcomes:	Sample Indicators/Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.1 / 2.1 Students will improvise melodies, variations, and accompaniments.</p>	<p><i>The student will be able to:</i></p> <p>1.1a / 2.1a improvise stylistically appropriate harmonizing parts. 1.1b / 2.1b improvise rhythmic and melodic variations on given scales. 1.1c / 2.1c improvise original melodies over given chord progressions.</p>
<p>1.2 / 2.2 Students will compose and arrange music with specified guidelines.</p>	<p>1.2a / 2.2a compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect. 1.2b / 2.2b arrange music for sounds other than those for which the pieces were written.</p>

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.3 / 3.3 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.3a / 3.3a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.3b / 3.3b sight read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1-6.</p>
<p>1.4 / 3.4 Students will listen to, analyze, and describe music.</p>	<p>1.4 a / 3.4a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.4b / 3.4b demonstrate basic knowledge of the technical vocabulary of music.</p> <p>1.4 c / 3.4c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar use of these devices and techniques.</p> <p>1.4 d / 3.4d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p>

1.4 e / 3.4e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.

1.5 / 3.5 evaluate music.

1.5a / 3.5a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.

1.5b / 3.5b evaluate a composition or arrangement by comparing it to similar or exemplary models.

1.5c / 3.5c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

emotions.

1.6 / 3.6 understand relationships between music, the other arts, and disciplines outside the arts.

1.6a / 3.6a explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples.

DHHS

Music / Grades 9 - 12

Course Title: Symphonic Band

Description of Course

This course provides proficient instrumental players with a large group band experience. Students rehearse with their instrument daily, preparing for a wide variety of band performances, including marching in parades or at athletic events, formal concerts, community service performances, musical shows and adjudication festivals. Through their participation, students increase proficiency on their instruments and experience many musical activities.

Purpose

The purpose of this course is to give students an opportunity to continue the study of a musical instrument through the symphonic band program. Through this course students develop a lifelong appreciation for performing music and/or pursue further study in preparation for a career. As a result of their involvement, students seek musical experiences and participate in the musical life of the school and community.

Materials Cited

Appropriate music compositions and arrangements for study and performance.

Product Requirements of Success

Daily student practice of 30 minutes is required.

Student music folios are maintained by each student containing all music currently being studied.

During class and at home students mark their music in relation to the dynamics, articulation and interpretation of style.

Students are required to attend all scheduled performances.

Suggested Strategies

Students periodically submit a cassette recording of their playing for the teacher to suggest ways for improvement.

Students critique video recordings of their performances in concerts, parades and at athletic contests.

Students and parents sign a contract at the beginning of the year committing to full participation in the stated band activities.

Students with high interest and ability are encouraged to prepare solos for regional, all-state and other adjudications/contests.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part B - PERFORMING - selecting, analyzing, interpreting, rehearsing, evaluating, refining, and presenting diverse music works through performance.

Goal 2: The student will master at least one art form sufficiently to:

A. continue lifelong appreciation and involvement in creation or performance of that art form and/or

B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 / 2.1 perform on instruments, alone and with others, a varied repertoire of music.	1.1a / 2.1a perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4 or 5, on a scale of 1-6.
	1.1b / 2.1b perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
	1.1c / 2.1c perform in small ensembles with one student on a part.
	1.1d / 2.1d perform solo literature for class or adjudication.

**Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:
Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.**

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<p><i>The student will know how to:</i></p> <p>1.2 / 3.1 read and notate music.</p>	<p><i>The student will be able to:</i></p> <p>1.2a / 3.1a demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.</p> <p>1.2b / 3.1b sight-read, accurately and expressively music with a level of difficulty of 3 or 4, on a scale of 1-6.</p>
<p>1.3 / 3.3 Students will listen to, analyze, and describe music.</p>	<p>1.3a / 3.3a analyze performed examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of the elements of music and expressive devices.</p> <p>1.3b / 3.3b demonstrate extensive knowledge of the technical vocabulary of music.</p> <p>1.3c / 3.3c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work, and give examples of other works that make similar use of these devices and techniques.</p> <p>1.3d / 3.3d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p>

1.3e / 3.3e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.

1.4 / 3.4 evaluate music and music performances.

1.4a / 3.4a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply the criteria in their personal participation in music.

1.4b / 3.4b evaluate a performance, composition or arrangement by comparing it to similar or exemplary models.

1.4c / 3.4c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

1.5 / 3.5 students will understand relationships between music, the other arts, and disciplines outside the arts.

1.5a / 3.5a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

1.6 / 3.6 Students will understand music in relation to history and culture.

1.6a / 3.6a classify by genre or style and by historical period or culture performed examples of music and explain the reasoning behind their classifications.

1.6b / 3.6b identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associate with them.

- 1.6c / 3.6c identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
- 1.6d / 3.6d identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.

DHHS

Music / Grades 9 - 12

Course Title: Electronic Music

Description of Course

This course focuses on creating music on synthesizers by arranging and composing music using computers, sequencers and electronic instruments connected through MIDI. Students learn about modern music technology and aspects of musical composition including harmony, song writing, timbre and sound tracks for videos.

Purpose

The purpose of this course is to give students an opportunity to create music using the latest technology. Through this course, students experiment with sounds, learn multi-media techniques, explore the elements of music, arrange music and use music to accompany video productions and other media. As a result of this course, students develop an appreciation for the ways media can be combined to achieve a desired effect and the special way music can enhance these effects.

Materials Cited

Text

The Art of Sequencing, Don Muro

Computer Software

Trax, Passport

Midi School, Educative

Band in a Box

Songworks, Ars Nova

Finale, CODA

Logic, E-Magic

Product Requirements for Success

Computer disks are maintained by each student containing musical compositions in progress.

Students and teacher periodically confer on the current progress and future directions.

A specified number of creative projects must be completed each quarter from suggested list of topics.

Suggested Strategies

Finished works are played for and critiqued by the class.

Musical difficulties encountered by individual students are analyzed and suggestions are made to overcome them.

Students help each other troubleshoot technical difficulties with hardware and software.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:
Part A - CREATING - imagining, planning, making, evaluating, refining, presenting and exhibiting music works that express their own creative concepts, ideas and feelings.

Goal 2: The student will master at least one art form sufficiently to:
A. continue lifelong appreciation and involvement in creation or performance of that music form and/or
B. pursue further study in preparation for a career.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
1.1 / 2.1 Students will improvise melodies, variations, and accompaniments.	1.1a / 2.1a improvise stylistically appropriate harmonizing parts. 1.1b / 2.1b improvise rhythmic and melodic variations on given scales. 1.1c / 2.1c improvise original melodies over given chord progressions.
1.2 / 2.2 Students will compose and arrange music within specified guidelines.	1.2a / 2.2a compose music in several distinct styles demonstrating creativity in using the elements of music for expressive effect. 1.2b / 2.2b arrange music for sounds other than those for which the pieces were written.

Goal 1: The student will demonstrate understanding and use of the materials, techniques, processes, language, and notation of each art form, and of the diverse cultural and historical contexts of the arts, through the artistic processes:

Part C - RESPONDING - selecting, analyzing, interpreting, and evaluating music works and performances based on critical perception.

Goal 3: The student will demonstrate understanding of the relationships among the arts and between the arts and other disciplines.

Learner Outcomes	Sample Indicators / Assessments of Learning
<i>The student will know how to:</i>	<i>The student will be able to:</i>
<p>1.3 / 3.3 Students will listen to, analyze, and describe music.</p> <p>musical work, and give examples of other works that make</p>	<p>1.3a / 3.3a analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses</p> <p>1.3b / 3.3b demonstrate knowledge of the technical vocabulary of music and technological terms of electronic music.</p> <p>1.3c / 3.3c identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a similar use of these devices and techniques.</p> <p>1.3d / 3.3d demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given performed example.</p> <p>1.3e / 3.3e analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.</p>
<p>1.4 / 3.4 evaluate music.</p>	<p>1.4a / 3.4a evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of compositions, and arrangements and apply the criteria in their personal participation in music.</p>

emotions.

1.4b / 3.4b evaluate a composition or arrangement by comparing it to similar or exemplary models.

1.4c / 3.4c evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and

1.5 / 3.5 understand relationships between music, the other arts, and disciplines outside the arts.

1.5a / 3.5a explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

1.5b / 3.5b explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.



Program Support / Celebration Statement

Program Support / Celebration Statement

Goal 4: 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:

Island-Ryerson K-2

Students perform music to enhance the following programs or interdisciplinary projects:

1. Dinosaurs Galore
2. Teddy Bear Picnic
3. Mothers' Day Tea
4. Grandparents' Day
5. Yah-Tah-Heh Indian Festival

In addition, there are regular concerts (two) each year.

Jeffrey-Academy

Students perform music to enhance the following programs or interdisciplinary projects:

1. Colonial Night-- sing songs and perform an authentic colonial dance
2. Band marches for Halloween Parade
3. Musical open house--3rd grade
4. Strings played for 4th grade dance festival--Academy and Jeffrey

Performing Groups include string orchestra, jazz band, and concert band, give two main concerts a year. Bands and orchestra also perform two main concerts a year.

Academy students also perform in singing groups, and classrooms prepare and perform a special holiday selection.

The Jeffrey fifth grade Jazz Band and Concert Band have performed at two CMEA State Music Educators Conferences and at three MENC Eastern United States Divisional Conferences at which Jeffrey School has been the only elementary band selected from 14 states to perform.

In addition, the Jeffrey fifth grade Jazz Band and Concert Band has earned superior ratings and the title of "Best Overall Ensemble" at numerous adjudication / competition festivals throughout the northeast.

Brown Middle School

Music performing groups include intermediate band, stage band, 6th grade stage band, advanced band, 6th grade chorus, RHB chorus, advanced chorus, string orchestra, and full orchestra.

These groups perform two main public concerts each year, and also perform at local community events, such as clubs and organizations, and elderly housing facilities.

In addition, Brown School groups participate and organize the following performances:

Band performs at community parades - Memorial Day, July 4th, Santa Claus Parade, Little League Parade, and other parades as invited.

Orchestra, band and chorus perform a yearly concert for senior citizens.

Orchestra, band and chorus perform a yearly concert for elementary students.

Electronic music classes develop music sound tracks for school video productions, such as the Washington, D.C. trip video and the Related Arts video.

The music department presents a holiday musical festival for students.

6th grade students work with music faculty to develop and rehearse for performance appropriate music for Medieval Night.

Music students perform for the French-Spanish supper.

Orchestra, chorus, and band perform for graduation ceremonies.

6th grade instrumental students perform solos and ensembles for parents and peers.

The music department organizes and presents a Talent Show, involving music and other performances.

Students performed "Oliver", rehearsed by the English department and the music department.

Students perform with Shoreline Whiz Kids orchestra and Shoreline Youth Symphony.

Students from band, orchestra, and chorus participate in Regional Music Festivals.

The middle school band marches with the high school band for the "band night" football game.

Daniel Hand High School

Performing groups at the high school include stage band, symphonic band, intro chorus, advanced chorus, Waes Haeil Madrigal Singers, string orchestra and string ensembles. These groups perform several formal concerts each year, sometimes combining for special performances.

In addition, high school musical groups provide music for school assemblies, ceremonies, graduations, art shows, and other school functions.

All musical performing groups:

produce a school-wide musical each year.

participate in "Showboat" school talent show.

participate in regional, state-wide, and national festivals and adjudications.

provide music for community events in Madison and other towns.

travel to exchange concerts or music festivals around the country.

participate in the Connecticut Chamber Orchestra music festivals at Yale University

Band:

Marches and plays half-time shows at all football games.

Marches at town parades: Memorial Day, Guilford Citizens Day Parade.

Provides a pep band for basketball games, soccer games and other athletic events.

Travels out of town for other parades, exchange concerts.

Marches at Yale University, West Point Band Day, Southern Connecticut University and other invitational events.

Travels to Disney World every four years to perform in the Magic Kingdom Parade.

Orchestra:

Plays at the fund raising concert for the "A Better Chance Program".

Encourages students to perform with Shoreline Youth Symphony and other local orchestras.

Travels out of town to exchange concerts and adjudications.

Performs for senior citizen centers and elderly housing.

Chorus:

Performs at the fund raising concert for the "A Better Chance Program".

Travels out of town to exchange concerts and adjudications.

Performs for senior citizen centers and at elderly housing.

Traveled to Europe for VE-Day 50th anniversary celebrations.

Performs for senior citizen centers and elderly housing.



Music

Program Implementation
Guidelines and Strategies

Instructional Delivery

Grades K - 4

	30 Minute period(s) p/week	40 Minute period(s) p/week
Vocal Program		
Kindergarten	1	
Grade 1	2	
Grade 2	2	
Grade 3		1
Grade 4		1
Instrumental Program		
Grade 4 - Group Lesson		1
Grade 4 - Ensemble Class		1
Stage Band		
Grade 4		1

In light of time constraints and varying developmental stages of our students, the music curriculum is aligned with the National Music Standards which organizes the learner outcomes and the sample indicators / assessments in a K-4 configuration. Therefore, the curriculum provides a five year span for attaining proficiency of skills.

Grades 5 - 8

	40 Minute period(s) p/week			
	Grade 5	Grade 6	Grade 7	Grade 8
Vocal Program	1	2		
Instrumental Program - Group	1			
Instrumental Program - Ensemble	1			
Chorus		3	1 to 4	1 to 4
Band			4	4
Stage Band	1	1	1	1
Band and Orchestra - Group		1		
Band and Orchestra - Ensemble		3		
Orchestra			5	5
Electronic Music				1

In light of time constraints and varying developmental stages of our students, the music curriculum is aligned with the National Music Standards which organizes the learner outcomes and the sample indicators / assessments in a 5 - 8 configuration. Therefore, the curriculum provides a four year span for attaining proficiency of skills.

Grades 9 - 12

Students selecting non performance courses meet five times per week for one semester or the full year. Students selecting performance courses meet five times per week for the full year.

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 learner outcomes previously agreed upon during the curriculum development process. The sample lessons that result from the first year of implementation by the classroom teachers will ensure that the subject area curriculum is enhanced or elaborated upon. The submitted lessons will become part of the school district's curriculum guides as suggested strategies and/or references for Madison Public School teachers. The form to be used is as follows:

Lesson Plan Format for Phase II of the Madison Curriculum Management Cycle

NAME _____

SUBJECT AREA _____

GRADE _____ COURSE _____ LEVEL _____

GOAL _____

OUTCOME _____

MATERIALS USED _____

LESSON PLAN:



Assessment Guidelines and Procedures

Evaluation

The music program in Madison 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.



Music

**Resources and
Materials**

Methods and Materials

Elementary Music Program

General Music

Texts

Music and You, Macmillan/ McGraw Hill

World of Music, Silver Burdett/ Ginn

American Folk Songs for Children, Ruth Crawford Seeger, Doubleday

Leading Young Children to Music, Joan Haines and Linda Gerber, Macmillan

Sally Go Round the Moon, Nancy and John Langstaff, Revels

Songs and Dance Activities for Elementary Children, Harriet Reeve, Parker

Orchestra

Appropriate Methods, Music Compositions and Arrangements for Study and Performance

Band

Texts

Ed Sueta Instrumental Method

Appropriate Music Compositions and Arrangements for Study and Performance

Methods and Materials

Middle School Music Program

General Music

Text

Music Alive Magazine

Video

Elements of Music Series, Sirs Music

The Joy of Bach

American Popular Music of the 20th Century, Merit

Computer Software

The Music Studio, Activision

Alfred Music Theory, Alfred Software

Mibac Music Theory Software

Musical Instruments, Microsoft

Electronic Music

Video

Overview of Electronic Instruments, Korg USA

Video Sound Tracks, Paul Thomas

How a Recording is Made, Merit Video

The Making of Jurassic Park, CBS Television

Computer Software

Avid Video Shop, Avid Inc.

Rap, Rock and Roll, Paramount Interactive

Musical Instruments, Microsoft

Chorus

Texts

Building a Pyramid of Musicianship, Sally Herman

Jenson Sight Reading Course, David Bauguess

Foundations of Singing, Van A. Christy

Appropriate Music Compositions and Arrangements for Study and Performance

Band

Texts

Ed Sueta Instrumental Method

Appropriate Music Compositions and Arrangements for Study and Performance

Orchestra

Appropriate Methods Music Compositions, and Arrangements for Study and Performance

Methods and Materials

High School Music Program

Humanities

Texts

Arts and Ideas, Holt, Rinehart, and Winston

Culture and Values, Volumes 1 and 2, Holt, Rinehart, and Winston

Stage Management

Text

Stage Management: Guidebook of Practical Theater

Music Theory

Text

The Practice of Harmony, Prentice Hall

Software

Practica Musica, Ars Nova

Electronic Music

Text

The Art of Sequencing, Don Muro

Computer Software

Trax, Passport

Midi School, Eduactive

Band in a Box

Songworks, Ars Nova

Finale, COAA

Logic, E Magic

Band, Orchestra and Chorus

Appropriate Music Compositions and Arrangements for Study and Performance



Appendices

Music Literature Grading System Rubric

1. Very Easy

Music literature at the entry level. Music coincides with a first year beginning methods book. This literature is performed by ensembles in grades 4, 5.

- Limited ranges, elementary rhythm and rest patterns
- Beginning concert keys
- Meters with the quarter note as the beat
- No more than 2 trumpet or clarinet parts, 2nd clarinet part stays below the break
- Low woodwind and brass part always doubled (if written)
- Strings in elementary finger patterns
- Vocal music sung in unison, canons and rounds

2. Easy

Music literature which coincides with a second year methods book. This literature is performed by ensembles in grades 5, 6.

- Sixteenth note and dotted rhythm patterns commonly used
- Additional easy concert keys utilized
- Meters with eighth note and cut time as the beat
- Clarinet, trumpet, alto sax, flute parts may be divided
- Double reeds, low brass and woodwind parts doubled
- Strings in intermediate finger patterns
- Vocal music sung in 2 parts

3. Medium Easy

Music literature which coincides with a third year methods book. This literature is performed by ensembles in grades 7,8.

- Ranges extended - may have short solo passages
 - Range of concert keys extended
 - Emphasis on technique and musicianship
 - Full range of percussion used (Drums, mallets, traps)
 - Instrumentation may include 3 clarinet and 3 trumpet parts, 2-3 trombone parts, 4 horn parts
 - Strings begin study of higher positions and vibrato
 - Vocal music sung in two or three parts
-

COMPONENTS OF THE PROGRAM NATIONAL STANDARDS

The following is the April 12, 1995 draft of the National Standards for Arts. The Madison Public Schools' Music Curriculum is tightly aligned with the national standards.

Arts

K - 4 Standards

DANCE

- Standard 1.** Identifying and demonstrating movement elements and skills in performing dance
- Standard 2.** Understanding choreographic principles, processes, and structures
- Standard 3.** Understanding dance as a way to create and communicate meaning
- Standard 4.** Applying and demonstrating critical and creative thinking skills in dance
- Standard 5.** Demonstrating and understanding dance in various cultures and historical periods
- Standard 6.** Making connections between dance and healthful living
- Standard 7.** Making connections between dance and other disciplines

MUSIC

- Standard 1.** Singing, along and with others, a varied repertoire of music
 - Standard 2.** Performing on instruments, alone and with others, a varied repertoire of music
 - Standard 3.** Improvising melodies, variations, and accompaniments
 - Standard 4.** Composing and arranging music within specified guidelines
 - Standard 5.** Reading and notating music
 - Standard 6.** Listening to, analyzing, and describing music
 - Standard 7.** Evaluating music and music performances
-

-
- Standard 8.** Understanding relationships between music, the other arts, and disciplines outside the arts
- Standard 9.** Understanding music in relation to history and culture

THEATER

- Standard 1.** Script writing by panning and recording improvisations based on personal experience and heritage, imagination, literature, and history
- Standard 2.** Acting by assuming roles and interacting in improvisations
- Standard 3.** Designing by visualizing and arranging environments for classroom dramatizations
- Standard 4.** Directing by planning classroom dramatizations
- Standard 5.** Researching by finding information to support classroom dramatizations
- Standard 6.** Comparing and connecting art forms by describing theater, dramatic media (such as film, television, and electronic media), and other art forms
- Standard 7.** Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theater, film, television, and electronic media productions
- Standard 8.** Understanding context by recognizing the role of theater, film, television, and electronic media in daily life

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions
- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures
- Standard 5.** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6.** Making connections between visual arts and other disciplines
-

5 - 8 STANDARDS

DANCE

- Standard 1.** Identifying and demonstrating movement elements and skills in performing dance
- Standard 2.** Understanding choreographic principles, processes, and structures
- Standard 3.** Understanding dance as a way to create and communicate meaning
- Standard 4.** Applying and demonstrating critical and creative thinking skills in dance
- Standard 5.** Demonstrating and understanding dance in various cultures and historical periods
- Standard 6.** Making connections between dance and healthful living
- Standard 7.** Making connections between dance and other disciplines

MUSIC

- Standard 1.** Singing, along and with others, a varied repertoire of music
- Standard 2.** Performing on instruments, alone and with others, a varied repertoire of music
- Standard 3.** Improvising melodies, variations, and accompaniments
- Standard 4.** Composing and arranging music within specified guidelines
- Standard 5.** Reading and notating music
- Standard 6.** Listening to, analyzing, and describing music
- Standard 7.** Evaluating music and music performances
- Standard 8.** Understanding relationships between music, the other arts, and disciplines outside the arts
- Standard 9.** Understanding music in relation to history and culture

THEATER

- Standard 1.** Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history
-

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- Standard 2.** Acting by developing basic acting skills to portray characters who interact in improvised and scripted scenes
- Standard 3.** Designing by developing environments for improvised and scripted scenes
- Standard 4.** Directing by organizing rehearsals for improvised and scripted scenes
- Standard 5.** Researching by using cultural and historical information to support improvised and scripted scenes
- Standard 6.** Comparing and incorporating art forms by analyzing methods of presentation and audience response for theater, dramatic media (such as film, television, and electronic media), and other art forms
- Standard 7.** Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theater, film, television, and electronic media productions
- Standard 8.** Understanding context by analyzing the role of theater, film, television, and electronic media in the community and in other cultures

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions
- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures
- Standard 5.** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6.** Making connections between visual arts and other disciplines
-

9-12 STANDARDS

DANCE

- Standard 1.** Identifying and demonstrating movement elements and skills in performing dance
- Standard 2.** Understanding choreographic principles, processes, and structures
- Standard 3.** Understanding dance as a way to create and communicate meaning
- Standard 4.** Applying and demonstrating critical and creative thinking skills in dance
- Standard 5.** Demonstrating and understanding dance in various cultures and historical periods
- Standard 6.** Making connections between dance and healthful living
- Standard 7.** Making connections between dance and other disciplines

MUSIC

- Standard 1.** Singing, alone and with others, a varied repertoire of music
- Standard 2.** Performing on instruments, alone and with others, a varied repertoire of music
- Standard 3.** Improvising melodies, variations, and accompaniments
- Standard 4.** Composing and arranging music within specified guidelines
- Standard 5.** Reading and notating music
- Standard 6.** Listening to, analyzing, and describing music
- Standard 7.** Evaluating music and music performances
- Standard 8.** Understanding relationships between music, the other arts, and disciplines outside the arts
- Standard 9.** Understanding art in relation to history and culture

THEATER

- Standard 1.** Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature and history
-

-
- Standard 2.** Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions
- Standard 3.** Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions
- Standard 4.** Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions
- Standard 5.** Researching by evaluating and synthesizing cultural and historical information to support artistic choices
- Standard 6.** Comparing and integrating art forms by analyzing traditional theater, dance, music, visual arts and new art forms
- Standard 7.** Analyzing, critiquing, and constructing meanings from informal and formal theater, film, television, and electronic media
- Standard 8.** Understanding context by analyzing the role of theater, film, television and electronic media in the past and the present

VISUAL ARTS

- Standard 1.** Understanding and applying media, techniques, and processes
- Standard 2.** Using knowledge of structures and functions
- Standard 3.** Choosing and evaluating a range of subject matter, symbols, and ideas
- Standard 4.** Understanding the visual arts in relation to history and cultures
- Standard 5.** Reflecting upon and assessing the characteristics and merits of their work and the work of others
- Standard 6.** Making connections between visual arts and other disciplines
-

4. Medium

Music literature which coincides with advanced methods of study. This literature is performed by ensembles in grades 9-12.

- May utilize full range of instrument
- Expressive techniques such as dynamics and articulation
- Any concert key may be used
- Mixed meters and key changes
- Solo passages, independent voicings
- Strings use higher positions, vibrato generally used
- Vocal music sung in three and four parts

5 / 6. Medium Advanced / Advanced

Music literature which coincides with advanced methods of study. This literature is performed by ensembles in grades 9-12. Also, music literature in these categories is performed by students auditioning for All-State and for college auditions.

- Technically demanding
 - Challenging musical styles and forms
 - Unusual instrumentation and voicings
 - May include extensive solo work
 - Strings use advanced bow techniques
 - Vocal music in five parts
 - Vocal music sung *a cappella*; use of other languages
-