

**BROOKFIELD PUBLIC SCHOOLS**

**MUSIC CURRICULUM  
FRAMEWORK**

**SEPTEMBER 2005**

The Brookfield Music Department is pleased to announce the completion of the **first draft** of our revised curriculum. The curriculum is going through the review process at this time, and you are welcome to participate in this endeavor. The review process for a new or revised curriculum includes many steps before it is approved by the Board of Education. The current process includes a review of this first draft by the Curriculum Advisory Council, (which is made up of building principals, curriculum leaders, department chairs, parents and Board of Education members) where revisions to the document are recommended. Once that step is completed, the curriculum moves on to the CAPE committee of the Board of Education for further input and discussion. All of the revisions, input and suggestions are reviewed and, where appropriate, implemented. At that point, after this careful review, the curriculum is officially presented to the Board of Education for its' final approval.

We invite you to be a part of this process by reading over the music curriculum on our web site and forwarding any comments or suggestions you might have to Margaret Fitzgerald, music curriculum coordinator, at [margaret.fitzgerald@brookfield.k12.ct.us](mailto:margaret.fitzgerald@brookfield.k12.ct.us). Your input is valuable to us in this process, and we look forward to your participation as we move forward towards the best possible music education for all of our students. Thank you!

**Brookfield Public Schools  
Philosophy of Music Education**

We believe that a strong foundation in music is an essential component in any well-rounded educational program. Through music education, students develop the ability to create, perform and respond to music both emotionally and intellectually. A strong music program provides for the development of aesthetic sensitivity, insight and imagination as well as growth in perception, cognitive skills and personal social awareness.

The universal language of music enables individuals to understand, appreciate and experience many aspects of different cultures and discover a common bond that exists through the art form.

Music provides students with the skills and experiences that will meaningfully enrich their entire lives. A quality music program must provide opportunities for ALL students to participate in the music making process. A spiraling music program allows for specific expertise leading some to pursue a professional career.

Music requires serious study and needs to be taught in a systemic program of sequential instruction with clear and definite objectives.

## **Music Goals Grades K- 12**

### **The student will:**

1. be proficient using the formal/constructive elements of music.
2. demonstrate the ability and the desire to express themselves creatively in music.
3. show knowledge of the aesthetic expression of other people and cultures.
4. respond to music by developing a sense of critical aesthetic judgment.
5. demonstrate knowledge and experience of technical skills, theory, history and eras in music.
6. establish an understanding and appreciation of the influence of music on everyday life.

## **Hallmarks of Excellent Practice**

### **Music**

- Active participation by students.
- Experiences that foster lifetime participation in music and music related activities.
- Instructional activities that focus on the development, improvement and assessment of fundamental music skills.
  - A balance of music literature from various genres and cultures.
- Music educators function as multi-faceted professionals, serving as models for creating, performing and responding in music.

## **Essential Understandings**

### **Music**

1. Music has a genuine, enduring ability to help human beings express and understand their individuality and emotions through its creation and performance.
2. The Arts (music, art, dance, theatre), both together and separately, have played and will continue to play a significant role in shaping world history, culture and the human experience.
3. The essence of the art form relies upon the individual's skill mastery and allows for one to create, perform and respond with increasing sophistication.
4. The human response to music is powerful and unique. It matures with education and scaffolded experiences.

## **Essential Questions**

### **Music**

- How does music, along with the other Arts (art, dance, theater) shape the culture, history and human experience of the world we live in yesterday, today and tomorrow?
- How and why do human beings express themselves, their emotions and connect together as distinct cultures through music?
- How does musical knowledge and experience influence an individual's evaluation of and response to a varied repertoire of music?
- How do musical opportunities to create, perform and respond through music develop an artistically educated individual?

**K-12 Content Standards- Music**  
**(from National MENC Standards/CT Frameworks)**

1. Students will sing, alone and with others, a varied repertoire of songs.
2. Students will play, alone and with others, a varied repertoire of instrumental music.
3. Students will improvise melodies, variations and accompaniments.
4. Students will compose and arrange music.
5. Students will read and notate music.
6. Students will listen to, describe and analyze music.
7. Students will evaluate music and music performances.
8. Students will make connections between music, other disciplines, and daily life.
9. Students will understand music in relation to history and culture.
10. Students will identify and perform movement elements and dance skills.  
(Grades K-4 only)



## Formal General Music Instruction Grades K-7

### Content Standard 1

❖ **Singing, alone and with others, a varied repertoire of music.**

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

#### Grades K-4

#### Grades 5-7

|  |  |
|--|--|
| ◆ a.) Students will sing independently, on pitch and in rhythm in an appropriate range (bb1-c2) while maintaining a steady tempo.  | ◆ a.) Students will sing independently, on pitch and in rhythm in an appropriate range while maintaining a steady tempo.                 |
| ◆ b.) Students will sing expressively, with appropriate dynamics, phrasing, diction, and posture.  | ◆ b.) Students will sing accurately and with good breath control throughout their singing range, alone and in small and large ensembles. |
| ◆ c.) Students will sign from memory a varied repertoire (world, folk of the Americas, and other countries, spirituals, jazz) of songs representing genres and styles from diverse cultures. |  |
| ◆ d.) Students will sing ostinati, partner songs, sounds and introduction to simple two part harmony.  |  |
| ◆ e.) Not applicable   |  |
| ◆ f.) Students will sing band music to internalize parts, enhance performance and understand their role in an ensemble (band only).  |  |
| ◆ g.) Not applicable   |  |

## Formal General Music Instruction Grades K-7

### Content Standard 2

❖ Play, alone and with others, a varied repertoire of instrumental music.

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

#### Grades K-4

#### Grades 5-7

|  |   |
|--|---|
| <p>♦ a.) Students will perform independently, and in small groups, on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo, decrescendo), timbre, articulation and maintain a steady tempo. (General music and band).</p>  | <p>♦ a.) Students will perform independently, and in small groups, on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo, decrescendo), timbre, articulation and maintain a steady tempo. (General music and band).</p>   |
| <p>♦ b.) Students will perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and melodic classroom instruments using the following criteria:<br/> <u>Rhythmic values:</u> whole, dotted half, half, quarter, eighth notes and corresponding rests.<br/> <u>Melodic vocabulary:</u> C' and D<sup>2</sup> including B flat and F sharp, G pentatonic scale on recorders, F, F, G pentatonic and d minor on barred instruments<br/> <u>Chordal patterns:</u> I, IV, V major and minor keys, using bordon and crossover accompaniments.</p> | <p>♦ b.) Students will perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and melodic classroom instruments using the following criteria:<br/> <u>Rhythmic values:</u> whole, dotted half, half, quarter, eighth notes, corresponding rests, sixteenth note value both in duple and triple meter.</p> |
| <p>♦ d.) Students will perform expressively, using correct phrasing, a varied repertoire (world folks of the America and other diverse genre and styles).</p>  | <p>♦</p>  |
| <p>♦ e.) Students will echo short rhythms and melodic patterns based upon the above criteria (standard 2, b).</p>  | <p>♦</p>  |
| <p>♦ f.) Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.</p>   | <p>♦</p>  |
| <p>♦ g.) Students will perform independent instrumental parts while other students sing or play contrasting parts.</p>   | <p>♦</p>  |

## Formal General Music Instruction Grades K-7

### Content Standard 3

❖ The student will improvise melodies, variation, and accompaniments.

**K-7 PERFORMANCE STANDARDS** - Educational experiences in Grades K-7 will assure that students:

#### Grades K-4

#### Grades 5-7

|  |  |
|--|--|
| ◆ a.) Students will improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response.  | ◆ a.) Students will improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response.. |
| ◆ b.) Students will improvise rhythmic and melodic ostinato accompaniments.  | ◆ b.) Students will improvise rhythmic and melodic ostinato accompaniments.  |
| ◆ c.) Students will improvise rhythmic and harmonic variations and simple melodic embellishments on familiar melodies over song forms using the I, IV and V chords in major/minor keys.. |  |
| ◆ d.) Students will improvise short songs and freeform pieces using voice and instruments including recorders, pitched and unpitched percussion and technology.                          |  |

## Content Standard 4

❖ **Composing and arranging music within specific guidelines.**

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

### Grades K-4

### Grades 5-7

|   |  |
|---|--|
| ◆ a.) Students will create and arrange music to accompany readings or dramatizations within specified guidelines.               | ◆ a.) Students will create and arrange music to accompany readings or dramatizations within specified guidelines.                                  |
| ◆ b.) Students will create and arrange short songs and instrumental pieces within specified guidelines.                         | ◆ b.) Students will create and arrange short songs and instrumental pieces demonstrating unity and variety, balance, tension and release in music. |
| ◆ c.) Students will use a variety of sound sources including voice, recorders, pitched and unpitched percussion and technology. | ◆ c.) Students will use a variety of sound sources including voice, recorders, pitched and unpitched percussion and technology.                    |

## Content Standard 5

### ❖ Reading and notating music.

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

| Grades K-4   | Grades 5-7  |
|--|---|
| <ul style="list-style-type: none"> <li>◆ a.) Students will read whole, half, dotted half, quarter and eighth notes and equivalent rests in 2/4, 3/4 and 4/4 meter using a syllable system and introducing a number counting system (i.e., 1, 2+3, 4).</li> </ul>   | <ul style="list-style-type: none"> <li>◆ a.) Students will read whole, half, dotted half, quarter, eighth, sixteenth notes.</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ b.) Students will read pitch notation in the treble clef in major and/or minor keys.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ b.) Students will read pitch notation in the treble clef and bass clef in major and/or minor keys.</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ c.) Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing (*See standard 5a, also).</li> </ul>  | <ul style="list-style-type: none"> <li>◆ c.) Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing by using appropriate symbols and traditional musical terms. (*See standard 5a, also).</li> </ul> |
| <ul style="list-style-type: none"> <li>◆ d.) Students will use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher. (See standard 5a, also).</li> </ul>   | <ul style="list-style-type: none"> <li>◆ d.) Students will use standard notation to record their musical ideas and the musical ideas of others. (*See standard 5a).</li> </ul>  |
| <p>*Grade 4 Symbols and Terms<br/> f - forte - loud; p - piano - soft; m - mezzo - medium dynamics<br/> med. Moderato - medium speed<br/> allegro - fast; andante - slow;<br/> diminuendo - get softer &gt; ; crescendo - get louder &lt;<br/> fermata - hold<br/> ll: :ll repeat; ABA form,<br/> . - staccatto - play it short<br/> ___ - tenuto, play it with full value</p> |   |

## Formal General Music Instruction Grades K-7

## Content Standard 6



❖ **Listen to, describe and analyze music.**

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-6 will assure that students:**

| Grades K-4  | Grades 5-7  |
|---|---|
| ♦ a.) Students will identify simple musical form when presented aurally.  | ♦ a.) Students will describe specific music events in a given aural example, using appropriate terminology. |
| ♦ b.) Students will use appropriate terminology in analyzing music, musical notation, musical instruments, voices and music performances.   |   |
| ♦ c.) Students will identify the sounds of a variety of instruments, including many band and orchestral instruments, instruments from other cultures as well as children's voices and male and female voices. |   |
| ♦ d.) Students will respond through purposeful movement to selected prominent musical characteristics or to specific music events.  |   |

**Formal General Music Instruction Grades K-7**

**Content Standard 7**

❖ **Evaluate music and music performances.**

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

| Grades K-4  | Grades 5-7  |
|---|---|
| <ul style="list-style-type: none"> <li>◆ a.) Students will devise criteria for evaluating the quality and effectiveness of musical performances and compositions.</li> </ul>  | <ul style="list-style-type: none"> <li>◆ a.) Students will devise criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing (not guitar).</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ b.) Students will explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ b.) Students will explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ c.) Students will evaluate the quality and effectiveness of their own and other's performances by applying specific criteria and offering constructive suggestions for improvement.</li> </ul> | <ul style="list-style-type: none"> <li>◆ c.) Students will evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria and offering constructive suggestions for improvement (no guitar).</li> </ul> |

**Formal General Music Instruction Grades K-7**

**Content Standard 8**

❖ Make connections between music, other disciplines, and daily life.

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

| <b>Grades K-4</b>  |  | <b>Grades 5-7</b>  |  |
|--|--|--|--|
| ◆ a.) Students will identify similarities and differences in form, line, and contrast within the various arts.                                     |  | ◆ a.) Students will identify similarities and differences in form, line, and contrast within the various arts                                      |  |
| ◆ b.) Students will identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated. |  | ◆ b.) Students will identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated. |  |
|  |  | ◆ c.) Identify a variety of music related careers.   |  |

**Formal General Music Instruction Grades K-7**

**Content Standard 9**



❖ **Understand music in relation to history and culture.**

**K-7 PERFORMANCE STANDARDS - Educational experiences in Grades K-7 will assure that students:**

| Grades K-4   | Grades 5-7   |
|--|--|
| ♦ a.) Students will identify distinguishing characteristics of representative music genres and styles from a variety of cultures.  | ♦ a.) Not applicable   |
| ♦ b.) Not applicable.  | ♦ b.) Not applicable   |
| ♦ c.) Not applicable.  | ♦ c.) Not applicable   |
| ♦ d.) Students will demonstrate audience behavior appropriate for the context and style of music performed (focus attention on performance, listen attentively and applaud appropriately). | ♦ d.) Students will demonstrate audience behavior appropriate for the context and style of music performed (focus attention on performance, listen attentively and applaud appropriately). |

**Formal General Music Instruction Grades K-6**  
**Content Standard 10**

❖ **Demonstrate the understanding of musical elements through movement.**

**K-6 PERFORMANCE STANDARDS - Educational experiences in Grades K-6 will assure that students:**

| Grades K-4   | Grades 5-8 |
|--|------------|
| ♦ a.) Students will perform simple folk dances from various cultures with competence and confidence.   | ♦          |
| ♦ b.) Students will demonstrate accuracy in moving to a musical beat and responding to changes in tempo.   | ♦          |
| ♦ c.) Students will demonstrate nonlocomotor movements such as bend, twist, swing, sway and basic locomotor movements such as walk, run, hop, skip, jump, leap, gallop, and slide traveling forward, backward, sideward, diagonally and turning. | ♦          |

## Elective Music Instruction Grades 4 -12

### Content Standard 1

❖ **Singing, alone and with others, a varied repertoire of music.**

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grade 4   |  | Grades 5-8  | Grades 9-12  |
|---|--|---|--|
| ◆ Students will sing band music to internalize parts, enhance performance and understand their role in an ensemble (band only). |  | ◆ a.) Students will sing independently, on pitch and in rhythm in an appropriate range while maintaining a steady tempo.  | ◆ a.) Students will sing independently, on pitch and in rhythm in an appropriate range while maintaining a steady tempo.   |
| ◆   |  | ◆ b.). Students will sing accurately and with good breath control throughout their singing range, alone and in small and large ensembles.   | ◆ b.) Students will sing accurately and with good breath control throughout their singing range, alone and in small and large ensembles.   |
| ◆   |  | ◆ c.) Students will sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 2, on the NYSSMA scale*, including some songs performed by memory. (Chorus only).<br>*(all groups) | ◆ c.) Students will sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 4, on the NYSSMA scale*, including all songs performed by memory. (Chorus only).<br>*(all groups) |
| ◆   |  | ◆ d.) Students will sing music written in 2 and 3 parts. (Chorus only).   | ◆ Students will sing music written for up to four parts, with and without accompaniment (chorus only).   |
| ◆   |  | ◆ e.) Students will sing in groups, blending vocal timbres, matching dynamic levels and responding to the cues of a conductor. (Chorus only).   | ◆ Students will demonstrate well developed ensemble skills in both large ensembles and in small ensembles with one student on a part. (Chorus only).   |

## Elective Music Instruction Grades 4 -12

### Content Standard 1 (continued)

- ❖ Singing, alone and with others, a varied repertoire of music.

**PERFORMANCE STANDARDS** - Educational experiences in Grades 4 - 12 will assure that students:

| Grade 4 |  | Grades 5-8   | Grades 9 -12   |
|---------|--|--|--|
| ♦       |  | ♦ f.) Students will sing band music to internalize parts, enhance performance and understand their role in an ensemble. (Band only). | ♦ f.) Students will sing band music to internalize parts, enhance performance and understand their role in an ensemble. (Band only). |
| ♦       |  | ♦ g.) Not applicable   | ♦ g.) Students will demonstrate a knowledge of solfeggio both written and in performance. (Chorus only).                             |

# Elective Music Instruction Grades 4-12

## Content Standard 2

❖ Play, alone and with others, a varied repertoire of instrumental music.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grade 4   | Grades 5-8   | Grades 9-12   |
|---|--|---|
| <p>♦ a.) Students will perform independently, and in small groups, on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo, decrescendo), timbre, articulation and maintain a steady tempo. (General music and band).</p>   | <p>♦ a.) Students will perform independently, and in small groups, on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo, decrescendo), timbre, articulation and maintain a steady tempo. (General music and band).</p>  | <p>♦ a.) Students will perform independently, and in small groups, on pitch, in rhythm, with appropriate dynamics (p, mf, f, crescendo, decrescendo), timbre, articulation and maintain a steady tempo. (Band only).</p>  |
| <p>♦ b.) Students will perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and melodic classroom instruments using the following criteria:<br/>Concert B flat scale, concert E natural, concert A flat, concert A natural. (Band only)</p> | <p>♦ b.) Students will perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and melodic classroom instruments using the following criteria:<br/><u>Rhythmic values</u>: whole, dotted half, half, quarter, eighth notes, sixteenth note value both in duple and triple meter and corresponding rests.<br/><u>Melodic vocabulary</u>: chromatic scale, major scales to two flats and two sharps (band only). Concert B flat scale, concert E natural, concert A flat, concert A natural. (Band only).<br/><u>Chordal patterns</u>: Differentiate between major/minor keys aurally, singing or playing appropriately to the given chordal accompaniment.</p> | <p>♦ b.) Students will perform rhythmic, melodic, and chordal patterns accurately and independently on rhythmic and melodic classroom instruments using the following criteria:<br/><u>Rhythmic values</u>: whole, dotted half, half, quarter, eighth notes, sixteenth note value both in duple and complex meters and corresponding rests. (Both groups).<br/><u>Melodic vocabulary</u>: Major and minor scales, all keys. (Band only). Modes (Jazz band only).<br/><u>Chordal patterns</u>: Predict chordal patterns, analyze and compose using given chordal patterns.</p> |



## Elective Music Instruction Grades 4-12

### Content Standard 2 (continued)

❖ **Play, alone and with others, a varied repertoire of instrumental music.**

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grade 4  | Grades 5-8  | Grades 9 -12  |
|--|---|---|
| <ul style="list-style-type: none"> <li>◆ c.) Students will perform with expression and technical accuracy on at least one wind or percussion instrument a repertoire of instrumental literature with a difficulty level of 1/2 - 1, on a scale of 1-6. (Band only).</li> </ul> | <ul style="list-style-type: none"> <li>◆ c.) Students will perform with expression and technical accuracy on at least one wind or percussion instrument a repertoire of instrumental literature with a difficulty level of 2 for grade 6 and a 3 for grade 8. (Band only).</li> </ul> | <ul style="list-style-type: none"> <li>◆ c.) Students will perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument a repertoire of instrumental literature with a difficulty level of 4 for band.</li> </ul> |
| <ul style="list-style-type: none"> <li>◆ d.) Students will perform expressively, using correct phrasing, a varied repertoire (world folk of the Americas and other diverse genre and styles).</li> </ul>   | <ul style="list-style-type: none"> <li>◆ d.) Students will perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ d.) Students will perform music representing diverse genres and cultures, with expression appropriate for the work being performed.</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ e.) Students will echo short rhythms and melodic patterns based upon the above criteria (standard 2b).</li> </ul>   | <ul style="list-style-type: none"> <li>◆ e.) Students will perform an appropriate part in an ensemble using the rhythmic and melodic criteria in 2b.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ e.) Students will perform an appropriate part in an ensemble using the rhythmic and melodic criteria in 2b.</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ f.) Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.</li> </ul>  | <ul style="list-style-type: none"> <li>◆ f.) Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of the conductor.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ f.) Students will perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills. (Band and chorus).</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ g.) Students will perform independent instrumental parts while other students sing or play contrasting parts.</li> </ul>  | <ul style="list-style-type: none"> <li>◆ g.) Students will play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.</li> </ul>   | <ul style="list-style-type: none"> <li>◆ g.) Students will perform in small ensembles with one student on a part. (Band and chorus).</li> </ul>   |

## Elective Music Instruction Grades 4-12

### Content Standard 3

❖ The student will improvise melodies, variations, and accompaniments.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4  | Grades 5-8  | Grades 9 - 12   |
|---|---|---|
| ◆ a.) Students will improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. (General Music).                          | ◆ a.) Students will improvise "answers" in the same style to given rhythmic and/or melodic phrases using call and response. (General Music).                          | ◆ a.) Students will improvise stylistically appropriate harmonizing parts. (Jazz band).   |
| ◆ b.) Students will improvise rhythmic and melodic ostinato accompaniments. (General Music)   | ◆ b.) Students will improvise rhythmic and melodic ostinato accompaniments. (General Music)   | ◆ b.) Students will improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. (Jazz only). |
| ◆ c.) Students will improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. (Jazz only). | ◆ c.) Students will improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys. (Jazz only). | ◆ c.) Students will improvise original melodies over given chord progressions, each in a consistent style, meter and tonality. (Jazz only).                                     |
| ◆ d.) Students will improvise rhythmic and harmonic variations and simple melodic embellishments.   | ◆ d.) Students will improvise rhythmic and harmonic variations and simple melodic embellishments.   | ◆ d.) Not applicable.   |

## Elective Music Instruction Grades 4-12

### Content Standard 4

- ❖ **Composing and arranging music within specific guidelines.**

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4  | Grades 5-8  | Grades 9 - 12   |
|---|---|---|
| ◆ Students will create and arrange short songs and instrumental pieces within specified guidelines. | ◆ a.) Students will compose short pieces within specified guidelines, demonstrating how the elements of music are used. | ◆ a.) Students will compose music demonstrating creativity in using the elements of music for expressive effect. (Music Theory only).   |
| ◆   | ◆ b.) Not applicable.   | ◆ b.) Students will arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music. (Chorus only). |
| ◆   | ◆ c.) Not applicable.   | ◆ c.) Not applicable.   |



## Elective Music Instruction Grades 4-12

### Content Standard 5

#### ❖ Reading and notating music.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 -12 will assure that students:**

| Grades 4  | Grades 5-8   | Grades 9 - 12   |
|---|--|---|
| <ul style="list-style-type: none"> <li>◆ a.) Students will read whole, half, dotted half, quarter, eighth notes and equivalent rests in 2/4, 3/4, and 4/4, meter using a syllable system and introducing a number counting system (i.e., 1, 2+3, 4).</li> </ul> | <ul style="list-style-type: none"> <li>◆ a.) Students will read whole, half, dotted half, quarter, eighth, sixteenth notes (6<sup>th</sup> grade band), and equivalent rests in 2/4, 3/4, 4/4, and 6/8 and 3/8 (by 8<sup>th</sup> grade band) meter using a syllable system and introducing a number counting system (i.e., 1, 2+3, 4).</li> </ul> | <ul style="list-style-type: none"> <li>◆ a.) Students will demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used. (Not music appreciation).</li> </ul>   |
| <ul style="list-style-type: none"> <li>◆ b.) Students will read pitch notation in the treble clef in major and/or minor keys</li> </ul>   | <ul style="list-style-type: none"> <li>◆ b.) Students will read pitch notation in the treble clef and bass clef in major and/or minor keys</li> </ul>  | <ul style="list-style-type: none"> <li>◆ b.) Students will read pitch notation in the treble clef and bass clef in major and/or minor keys. (Not music appreciation).</li> </ul>  |
| <ul style="list-style-type: none"> <li>◆ c.) Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing. (*See standard 5a, also).</li> </ul>                              | <ul style="list-style-type: none"> <li>◆ c.) Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing by using appropriate symbols and traditional musical terms. (*See standard 5a, also).</li> </ul>  | <ul style="list-style-type: none"> <li>◆ c.) Students will identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing by using appropriate symbols and traditional musical terms. (Not music appreciation).</li> </ul> |

# Elective Music Instruction Grades 4-12

## Content Standard 5 (continued)

### ❖ Reading and notating music.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 -12 will assure that students:**

| Grades 4  | Grades 5-8  | Grades 9 - 12   |
|---|---|---|
| <p>♦ d.) Students will use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher. (*See standard 5a).</p>  | <p>♦ d.) Students will use standard notation to record their musical ideas and the musical ideas of others. (*See standard 5a).</p>                   | <p>♦ d.) Students will use standard notation to record their musical ideas and the musical ideas of others. (Not music appreciation).</p>           |
| <p>*Grade 4 Symbols and Terms<br/> f - forte - loud; p - piano - soft; m - mezzo - medium dynamics<br/> med. Moderato - medium speed<br/> allegro - fast; andante - slow;<br/> diminuendo - get softer &gt; ;<br/> crescendo - get louder &lt;<br/> fermata - hold<br/> ll: :ll repeat; ABA form,<br/> . - staccatto - play it short<br/> ___ - tenuto, play it with full value</p> | <p>♦ e.) Students will sight-read, accurately and expressively, music with a difficulty level of 1 1/2 on a scale of 1:6. (Chorus and band only).</p> | <p>♦ E.) Students will sight read, accurately and expressively, music with a difficulty level of 3 on a scale of 1:6. (Not music appreciation).</p> |

# Elective Music Instruction Grades 4-12

## Content Standard 6

❖ Listen to, describe and analyze music.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4  | Grades 5-8   | Grades 9 - 12   |
|---|--|---|
| ♦ a.) Students will identify simple musical form when presented aurally.  | ♦ a.) Students will describe specific music events in a given aural example, using appropriate terminology.  | ♦ a.) Students will analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. (All classes).  |
| ♦ b.) Students will use appropriate terminology in analyzing music, musical notation, musical instruments, voices, and music performance. | ♦ b.) Students will analyze the uses of elements of music in aural examples representing diverse genres and cultures. (Guitar elective only).                  | ♦ Students will demonstrate extensive knowledge of the technical vocabulary of music. (Not guitar elective).  |
|   | ♦ c.) Students will analyze the uses of elements of music in given aural examples representing diverse genres and cultures. (Guitar elective only).            | ♦ Students will identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques. (Not guitar elective). |
|   | ♦ d.) Students will demonstrate knowledge of the basic principles of meter, rhythm, tonality and harmonic progressions in their analyses of music. (Band only) | ♦ Students will demonstrate extensive knowledge of the basic principles of meter, rhythm, tonality and harmonic progressions in their analyses of music. (Not guitar elective).   |

## Elective Music Instruction Grades 4-12

### Content Standard 7

#### ❖ Evaluate music and music performances.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4   | Grades 5-8   | Grades 9 - 12   |
|--|--|---|
| <ul style="list-style-type: none"><li>◆ a.) Students will devise criteria for evaluating the quality and effectiveness of musical performances and compositions.</li></ul>   | <ul style="list-style-type: none"><li>◆ a.) Students will devise criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria in their personal listening and performing (not guitar).</li></ul>  | <ul style="list-style-type: none"><li>◆ a.) Students will evolve specific criteria for making informed, critical evaluation of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music. (All classes)</li></ul> |
| <ul style="list-style-type: none"><li>◆ b.) Students will explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.</li></ul>  | <ul style="list-style-type: none"><li>◆ b.) Students will explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.</li></ul>  | <ul style="list-style-type: none"><li>◆ b.) Students will evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. (All classes)</li></ul>  |
| <ul style="list-style-type: none"><li>◆ c.) Students will evaluate the quality and effectiveness of their own and others' performances, by applying specific criteria and offering constructive suggestions for improvement.</li></ul> | <ul style="list-style-type: none"><li>◆ c.) Students will evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria and offering constructive suggestions for improvement (not guitar).</li></ul> | <ul style="list-style-type: none"><li>◆ c.) Students will have the opportunity to have input selecting music for the school performing group. (Chorus only)</li></ul>   |

## Elective Music Instruction Grades 4-12

### Content Standard 8

- ❖ **Make connections between music, other disciplines, and daily life.**

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4  | Grades 5-8  | Grades 9 - 12  |
|---|---|--|
| <p>◆ a.) Students will identify similarities and differences in form, line, and contrast within the various arts.</p>                                     | <p>◆ a.) Students will compare in two or more arts how the characteristic materials of each art (i.e., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art. (Band only).</p> | <p>◆ .</p>   |
| <p>◆ b.) Students will identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated.</p> | <p>◆ b.) Students will describe ways in which principles and subject matter of music and other disciplines taught in the school are interrelated. (Band only).</p>  | <p>◆ .</p>   |
| <p>◆</p>  | <p>◆ c.) Students will identify a variety of music - related careers. (General music - Grade 6; Band only - Grade 8).</p>   | <p>◆ c.) Students will explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated. (Chorus and band only).</p> |
|   | <p>◆</p>  | <p>◆ d.) Students will apply music skills and understandings to solve problems relevant to a variety of careers. (Chorus and band only).</p>                                   |



## Elective Music Instruction Grades 4-12

### Content Standard 9

❖ Understand music in relation to history and culture.

**PERFORMANCE STANDARDS - Educational experiences in Grades 4 - 12 will assure that students:**

| Grades 4   | Grades 5-8  | Grades 9 - 12  |
|--|---|--|
| a.) Students will identify distinguishing characteristics of representative music genres and styles from a variety of cultures.  | ♦ a.) Students will identify distinguishing characteristics of representative music genres and styles from a variety of cultures. (Band only)   | ♦ a.) Students will classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. |
| b.) Not applicable.  | ♦ b.) Students will classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (i.e., high quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary. (Band only) | ♦ b.) Students will identify sources of American music genres, trace the evolution of those genres and cite well-known musicians associated with them.   |
| c.) Not applicable.  | ♦ c.) Students will compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed. (Band only).  | ♦ c.) Students will identify various roles musicians perform, cite representative individuals.   |
| ♦ d.) Students will demonstrate audience behavior appropriate for the context and style of music performed (focus attention on performance, listen attentively and applaud appropriately). | ♦ d.) Students will demonstrate audience behavior appropriate for the context and style of music performed (focus attention on performance, listen attentively and applaud appropriately).  | ♦ d.) Students will demonstrate audience behavior appropriate for the context and style of music performed (focus attention on performance, listen attentively and applaud appropriately).       |

## Elective Music Instruction Grades 4-12

### Content Standard 10

❖ **Demonstrate the understanding of musical elements through movement.**

**PERFORMANCE STANDARDS** - Educational experiences in Grades 4-12 will assure that students:

| Grades 4  | Grades 5-8            | Grades 9 - 12         |
|---|-----------------------|-----------------------|
| ♦ a.) Students will perform simple folk dances from various cultures with competence and confidence.  | ♦ a.) Not applicable. | ♦ a.) Not applicable. |
| ♦ b.) Students will demonstrate accuracy in moving to a musical beat and responding to changes in tempo.  | ♦ b.) Not applicable. | ♦ b.) Not applicable. |
| ♦ c.) Students will demonstrate nonlocomotor movements such as bend, twist, swing, sway and basic locomotor movements such as walk, run, hop, skip, jump, leap, gallop and slide traveling forward, backward, sideward, diagonally and turning. | ♦ c.) Not applicable. | ♦ c.) Not applicable. |